

2010

Redesign Plan--SIG Application

Roseville Middle School

Roseville Middle School
16250 Martin Road, Roseville, MI
1/20/11



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Transformation Intervention Checklist

District Name _____ Roseville Community Schools
School Name _____ Roseville Middle School
Reviewer Number _____

Transformation Model		Page numbers	
Develop and increase school leader effectiveness			
Required Activities	Replace principal*	15, 53, 86	
	Use rigorous, transparent evaluation systems for teachers and principal* --Student academic achievement/growth data is included as a significant factor in evaluation; --Multiple observation-based assessments of performance; --Designed and developed with teacher and principal involvement	13, 14, 16-18, 20, 23-25, 32, 77, 88	
	Reward school leaders, teachers, staff who have increased student achievement/growth and graduation rates and remove leaders and staff who have not increased student achievement*	17, 19, 25, 77, 90	
	Provide ongoing, high-quality, job-embedded Professional Development (PD) to ensure that teachers are equipped to facilitate teaching and learning*	14, 28, 31, 33, 34-41, 60, 66-73, 97-103	
	Implement financial incentives, opportunities for career growth, and more flexible work conditions*	17, 21-23, 25	
Permissible Activities	Provide additional compensation to attract and retain staff*	20-21, 29	
	Institute system for measuring changes in instructional practices resulting from PD	28-40, 42, 68, 69	
	Ensure the school is not required to accept a teacher without consent of teacher and principal regardless of seniority*	19	

	Include in the planning teachers and principals from other buildings in the LEA	20, 25, 27, 61-62	
Comprehensive instructional reform strategies			
Required Activities	Use data to identify and implement instructional program	14, 30-31, 32, 41, 42, 60, 61, 62-66, 68-71, 79-80, 91-92	
	Continuous use of student data (formative, interim, summative) to inform and differentiate instruction	14, 30-31, 41-42, 60-67, 70-71, 79-80, 89, 91-92	
Permissible Activities	Conduct reviews to ensure curriculum is implemented with fidelity and is impacting student achievement	28, 42, 60-66, 68, 73, 91-92	
	Implement school-wide Response to Intervention (RtI) model	30-31, 62, 69-79, 80, 91-92	
	Provide PD to implement strategies to support students with disabilities and English language learners	28-31, 34-41, 91-92, 97-103	
	Use and integrate technology-based interventions	14, 30-31, 32, 41, 42, 60-66, 79-80, 83, 91-92	
	(in high schools) Increase rigor (AP, IB, STEM, and others)	N/A	
	Improve student transition from middle to high school	N/A	
	(in high schools) Increase graduation rates through credit recovery and other strategies	N/A	
	Establish early-warning systems to identify students at risk of failure or dropping out	42, 60-62, 68-69, 71, 79-80, 91-92	
Increasing learning time and creating community-oriented schools			
Required Activities	Establish schedules to provide increased learning time* --using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for core academic subjects, other subjects, enrichment activities, teacher collaboration or PD	26-27, 61, 77, 83	
	Provide ongoing mechanisms for family and community engagement	13, 43-46, 104-109	

Permissible Activities	Partnering with parents and community organizations to create safe school environments that meet students' needs	13, 43-46, 61-62, 104-109	
	Extend or restructure school day to add time for advisory periods to build relationships between students and staff*	26-27, 77, 83	
	Improvement of school climate and discipline, for example, positive behavioral supports, anti-bullying	22-23, 44	
	Offer full-day kindergarten or pre-kindergarten	N/A	
Providing operational flexibility and sustained support			
Required Activities	Give the school sufficient operational flexibility (staffing, calendars/time, budgeting) to implement comprehensive approach*	26-27, 29, 33, 61, 74, 77-78, 83	
	Ensure the school receives ongoing intensive Technical Assistance from LEA, SEA, or turnaround organization	14, 28, 30-40, 59-68, 83	
Permissible Activities	Allow the school to run under new governance in LEA or SEA*	None	
	Implement weighted per-pupil school-based budget formula based on student needs	None	

General Comments

Special Note

The purpose of the SIG application is to have a clear and understandable picture of the implementation plan that the LEA intends to put into place and accomplish. In order to do this, an LEA may find it necessary to add more narrative to their plan to clearly articulate the ideas represented in the application. Please feel free to add such narrative.

Vision for Roseville Middle School 2010 – 2014 and Beyond

Roseville Community Schools' students, staff, administration, and board members have selected the transformation model from the options offered by the Michigan Department of Education for Roseville Middle School. We will insure that our school functions at an acceptable level that provides students with opportunities to achieve up to their potential. Our plan is to make Roseville a destination for learning. We believe this is going to be our finest moment.

Roseville Middle School Beliefs

We believe...

- In the worth and dignity of each individual
- In respect, trust and honesty with self and others
- All students can learn
- Every student has the right to learn in a safe, positive and healthy environment
- The best interests of students are served when a strong cooperative partnership exists between home, school and the community
- Students have the responsibility to learn, to practice appropriate behavior and to assume the consequences of their choices
- Students have the right and responsibility to develop to their fullest potential and to be productive members of society

The following vision came from a consensus of the Roseville Middle School staff with input from central administration, the Macomb Intermediate School District and community members.

School Climate Vision: What will the future be like?

Roseville Middle School is a destination for learning excellence. We ensure that our school functions at a level that provides students with opportunities to achieve to their fullest potential. By creating strong home and school partnerships, we have increased educational opportunities for every student. These opportunities require self-discipline, respect and the ability to take responsibility for one's own actions. Students are encouraged to participate in after-school activities such as band, special interest clubs and athletic teams. This increased extra-curricular activity has led to student ownership in the school that fosters a sense of pride not only among the student body but for the community at large.

A general positive atmosphere in our everyday interactions helps to encourage behavior modifications designed within the context of daily social interaction. For instance, during changing of classes, staff and students are continually engaged in exchanging greetings and words of encouragement. Familiarity between staff and students has increased comfort levels of all members of the school community and accordingly, the level of respect has increased and the time needed for disciplinary interactions has decreased exponentially.

Roseville Middle School is a positive, productive environment for students, staff and the community. Accepting students from other, less fortunate communities has created a community of diverse learners who share and support one vision. Staff members are continuously involved in professional development throughout the calendar year. Our staff is comprised of nurturing experts in their chosen field of instruction as well as collaborative interdisciplinary educators. This process requires constant updating of strategies and techniques to remain on the cutting edge of education.

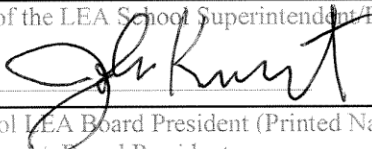
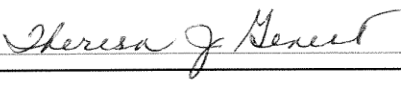
Valuable community resources include our one-thousand seat auditorium which hosts after-school plays, award ceremonies and election events. Our high school size gymnasium is used throughout the summer for team camps and recreation center activities. This building is truly a showcase for the Roseville Community Schools district.

LEA Application Part I

SIG GRANT--LEA Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: ROSEVILLE COMMUNITY SCHOOLS Roseville Middle School	Applicant's Mailing Address: 18975 Church Street Roseville, MI 48066
LEA Contact for the School Improvement Grant Name: Michael LaFeve Position and Office: Assistant Superintendent for Instruction Contact's Mailing Address: 18975 Church Street, Roseville, MI 48066 Telephone: 586-445-5508 Fax: 586-771-1772 Email address: mlafeve@roseville.k12.mi.us	
LEA School Superintendent/Director (Printed Name): John Kment, Superintendent	Telephone: 586-445-5505
Signature of the LEA School Superintendent/Director: X 	Date: 9/13/2010
LEA School LEA Board President (Printed Name): Theresa Genest, Board President	Telephone: 586-445-5500
Signature of the LEA Board President: X 	Date: 9/13/2010
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

GRANT SUMMARY

District Name: Roseville
Community Schools
ISD/RESA Name: Macomb
Intermediate School
District (MISD)

District Code: 50030
ISD Code: 50000

FY 2010
School Improvement Grant – Section 1003(g)
District Proposal Abstract

For each of the models listed below, indicate the number of Schools within the District/LEA intends to implement one of the four models: attach the full listing using form below in Section A , Schools to be Served, and the criteria for selection as attachments to this grant.

- ☐ **Close/Consolidate Model:** Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.
- ☒ **Transformation Model:** Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.
- ☐ **Turnaround Model:** Replace principal and at least 50% of the staff, adopt new governance, and implement a new or revised instructional model. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.
- ☐ **Restart Model:** Close the school and restart it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

PLEASE SEE ATTACHMENT A FOR A VISUAL SUMMARY THE TIERED COMPREHENSIVE INSTRUCTIONAL PROGRAMS UNDER THE TRANSFORMATIONAL MODEL.

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

From the list of eligible schools, an LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Detailed descriptions of the requirements for each intervention are in Attachment II.

Note: Do not complete information about Tier III at this time.

<u>SCHOOL NAME</u>	<u>NCES ID #</u>	<u>TIER I</u>	<u>TIER II</u>	<u>TIER III</u>	<u>INTERVENTION (TIER I AND II ONLY)</u>			
					<u>turnaround</u>	<u>restart</u>	<u>closure</u>	<u>transformation</u>
Roseville Middle School			X					X

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant. LEA's are encouraged to refer to their Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) to complete the following:

Provide a narrative description following each of the numbered items below for each school the LEA plans to serve with School Improvement Grant funds.

1. For each Tier I and Tier II school that the LEA commits to serve, the LEA must:
 - **Describe the process the LEA has used to analyze the needs of each school and how the intervention was selected for each school.**

Section B1 – Bullet 1 LEA PROCESS

After being notified by the State in April, 2010, our district began meeting with the major stakeholders which included central administration, building administration, school board members, union representation, staff, and the Macomb Intermediate School District. On May 6, 2010 a group of stakeholders attended the Michigan Department of Education "Race to the Top" meeting in Lansing. The stakeholders met and determined that the district should use the transformation model after using the state decision-making and planning tool. Each individual stakeholder analyzed the school profile which included building performance data and answering the key questions under each model.

The district will have in place a system-wide framework for disaggregating data from multiple sources to help identify achievement gaps. The district will use Data Director as its main source of disaggregating data. The district will use state, commercially developed and locally developed assessments to determine areas of need. This data will be gathered and monitored throughout the school year using common assessments. Individual student data will be analyzed from year to year to ensure individual student growth. The district will use this data to make changes in the instruction and curriculum to best meet the academic needs of our student population.

The district will develop an evaluation process with support from the Macomb Intermediate School District that determines teacher effectiveness utilizing student achievement data as one of the criteria. Evaluation of building leaders including administration will be based on student achievement data. The district will provide necessary professional development to staff and also monitor its implementation by observation and data analysis. The district will report its findings to the school board and other stakeholders including parents. The district will provide social work and counseling services to the students. The district will also provide referrals to outside service providers when necessary.

The building will continue to collect perception data from staff, parents, students and community members on an annual basis and analyze it for the purpose of improving the school culture. The district will utilize a web-based survey called "Survey Monkey" to gather this data. These results will be disseminated to the major stakeholders annually. School leaders along with students, staff, community leaders, union representation and parents will be involved in the planning, monitoring and evaluation of the school improvement plan. These stakeholders will be invited to all planning meetings and have a voice in the decision-making process. The district will evaluate policies and procedures to determine if any changes are required. The changes in these policies will be shared with the major stakeholders.

Several methods will be used to collect and analyze data including Data Director, AIMSweb and SuccessMaker software programs. These methods will provide longitudinal and current data on student performance. This data will be evaluated periodically giving us valid information on student performance to help determine if our selected intervention models are successful. The district will adopt and implement the RTI model to determine the levels of intervention for each individual student using the data collected four times per year. All students will be assessed in the fall to determine the level of intervention needed. All students will be placed in one of three tiers that have a prescribed level of intervention. All students will be if additional interventions are needed. Opportunities for our gifted and talented students are available in Advanced Mathematics and Foreign Language programs. Additional opportunities are being developed. After each evaluation, parents will be informed of the student's progress.

The district will be working with the Macomb Intermediate School District using the *Adaptive Schools Model* which is about developing strong schools in which collaborative faculties are capable of meeting the challenges of today and the uncertain challenges of tomorrow. Schools are making remarkable gains in improving student achievement, increasing attendance, attaining higher post-school accomplishments, and developing satisfying relationships with communities.

- **Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.**

Section B1 – Bullet 2 SCHOOL IMPROVEMENT FUNDS

Roseville Community Schools annually reviews staffing distribution, allocation of fiscal resources, and state and federal grants to determine equity and need. Programs, staffing, professional development, parent involvement and other resources are designed to improve academic achievement. Federal, state and local resources are allocated based on building goals which are created using the results of each building's data profile analysis/comprehensive needs assessment. A district level analysis is also completed.

Principals and the Assistant Superintendent meet to discuss appropriate allocations. Simply put, allocations are determined based on data review, research, and best practice. During the past year, district-funded initiatives have been allocated to employ a data analyst, upgrade technology, identify Tier II and III students through various assessments, as well as provide extended day and year learning opportunities to all students. In the upcoming year, funds are being directed toward assigning staff at both the middle and high school levels to provide multi-tier interventions for struggling learners.

Section B2

2. If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school.

Not Applicable

Section B3

3. For each Tier I and II school in this application, the LEA must describe actions taken, or those that will be taken, to—
- Design and implement interventions consistent with the final requirements
 - Select external providers from the state’s list of preferred providers;
 - Align other resources with the interventions;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (Attachment VI is a rubric for possible policy and practice changes); and
 - Sustain the reforms after the funding period ends.

Section B3 – Bullet 1

To select the proper model for Roseville Middle School, the district began meeting with major stakeholders including central administration, building administration, school board members, union representation, staff and the Macomb Intermediate School District. The stakeholders analyzed the school data profile including building performance and used the state decision-making tool to answer key questions under each model. The stakeholders determined that the transformation model was the proper choice to increase the achievement of our students.

Attachment B

B3-A: Replace the Principal

Mr. David Rice was hired as the Principal of Roseville Middle School on August 18, 2010, to lead the staff during the school improvement reform efforts as a transformational school. Mr. Rice has a focused management style that creates a culture for the building to achieve results. He has experience and a proven record of task oriented actions that are required for success. Mr. Rice’s experience in school reform efforts include assisting in the transitioning of Roseville High School from a semester to a trimester schedule entering the 2009-10 school year, transitioning the ninth grade into the high school from two junior highs in September 2009, and introducing and incorporating programs, ideas, and smaller learning communities at Roseville High School from 2002 to 2004. He can motivate others and will make certain that staff rely on data to make instructional decisions in their classrooms. Dave has strong problem solving skills and understands the importance of listening and processing feedback from staff. However, when confronted with a decision to recommend changes in instructional focus for any staff member, Dave has the ability to assertively help that member of the staff make necessary adjustments to their teaching methodology. Dave also possesses strong organizational skills and is able to determine timelines and take action to make sure the learning goals of the building are implemented and that progress monitoring is administered regularly with follow up decisions based on the data. He has a strong personality and is able to withstand the criticism that is inherent in the position of turnaround specialist. **Attachment C**

B3-B Develop and increase teacher and leader effectiveness

Requirement 2

Use of evaluation systems that take into significant account data on student growth as well as other factors

Roseville Middle School has demonstrated their commitment to using data and scientifically based research to guide tiered instruction for all students in a variety of ways. Collaboration efforts involving staff, administration and Macomb Intermediate School District consultants resulted in the staff deciding to change their school improvement strategies to robust data-driven research-based initiatives, programs and assessment tools, including Benchmark Universal Screening, SuccessMaker, AIMSweb, Data Director, Carnegie Learning, Cognitive Tutor Software, locally developed assessments and Progress Monitoring. These protocols will empower the staff to diagnose student needs in a timely fashion and adjust instruction and implement necessary interventions to make significant gains in achievement.

The district will be working with the Macomb Intermediate School District using the *Adaptive Schools Model* which is about developing strong schools in which collaborative faculties are capable of meeting the challenges of today and the uncertain challenges of tomorrow. Schools are making remarkable gains in improving student achievement, increasing attendance, attaining higher post-school accomplishments, and developing satisfying relationships with communities.

Tools and Talk are data, reflective dialogue, and action for classrooms and school improvement. This training will help schools use protocols that ignite conversations among colleagues about classroom practices that lead to school improvement and greater student achievement. These conversations will center on change. The tools generate data that may serve as valuable benchmarks for school leadership teams' consideration and action.

- Administrators and teachers will participate in a 2-day **Tools and Talk** professional development to provide administrators and teachers with a set of protocols and common language to support self reflection by teachers regarding their classroom practices.
- Teachers/Administrators will examine protocols to gain and understanding of the quality instructional benchmarks listed.
- Teachers will meet with administrator/coach sharing content gleaned from a classroom observation. Observer will use the classroom protocol data to conduct a dialogue exchange. *This training is referenced in Attachment F.*

B3-C Factors in teacher evaluation

Study committees have been convened by the Macomb Intermediate School District, the Michigan Association of School Personnel Administrators and other professional organizations, to develop new or modified evaluation systems that will comply with the requirements of Sections 1249 and 1250 of the Michigan School Code. Representatives of both Administration and the Roseville Federation of Teachers are participating with these various committees.

In addition, Roseville Community Schools has adopted the Teacher Evaluation Parameters developed by a joint committee of Macomb County teachers and administrators. The procedures comply with the requirements of both the Michigan Teacher Tenure Act and Section 1249 of the Revised School Code, which mandates the inclusion of student growth data as a significant component of annual teacher and principal/administrator evaluations. (Attachment II, pg. 160)

The Macomb County committee is now working to create a companion document that will address the requirements of Section 1250 of the Revised School Code. Section 1250 directs the district to consider job performance and job accomplishments, as assessed in the annual evaluations, as a significant factor in determining compensation or additional compensation for teachers and principals/administrators.

While details of the plan have yet to be worked out, the district and the teachers' union have developed a preliminary list of incentives that may be used for teachers who have increased student achievement.

- Opportunity to attend a professional conference or in-service
- Additional classroom supplies that may enhance the teacher's lesson delivery beyond the normal classroom plan.
- Reserved parking for a specified period of time.
- Tickets to district events, such as the Scholarship Foundation Dance or Scholarship Foundation Golf Outing.
- A lunch or multiple lunches at the district hospitality restaurant, the L.B. Williams Room.
- Clerical support for the day that will include, but not be limited to, making copies and the typing assignments or tests.
- A gift card from a variety of local food establishments and/or entertainment venues.

Administration is currently in negotiations with the Roseville Federation of Teachers to establish guidelines and procedures for the revised evaluation process, with the intent of having a finalized document by August 1, 2011. The focus for both sides is adoption of a format that will assess a broad range of teaching standards, as exemplified by the Charlotte

Danielson evaluation model. The parties have adopted a formal Letter of Agreement outlining their plan. Representatives of the Principals and Directors organizations are involved in similar discussions with Central Office, in regard to the annual evaluations of principals/administrators.

The district and the Roseville Federation of Teachers have agreed to a schedule of negotiation sessions, designed to meet the requirements of the revised school code sections 340.1249, 340.1250, and 340.1280c. The first meeting will be held the week of February 21, 2011, with subsequent sessions planned biweekly until agreement is reached on a modified teacher evaluation process. The deadline for achieving resolution is August 1, 2011.

TO: Michael LaFeve, Assistant Superintendent
FROM: Gary Scheff, Roseville Federation of Teachers, President *st*
Rebecca Vasil, Deputy Superintendent *RV*
RE: Administrative Right of Assignment
DATE: October 11, 2010

The following sections of the 2010-2011 collective bargaining agreement between the Roseville Federation of Teachers and the Roseville Community Schools confirm the district's longstanding ability to involuntarily reassign teachers, without consideration of seniority. The placements can be made in response to a variety of circumstances, including: state or federal mandates; external accreditation standards; a showing of cause, etc.

- Article VII, Section 10 - If, as the result of state or federal mandates, a school within the district must undergo restructuring, administration reserves the right to reassign staff, with input from the union.
- Article VII, Section 1, A, 1 - Qualifications for elementary and secondary classroom positions shall be defined as a provisional, permanent or continuing elementary or secondary teaching certificate with endorsement (s) in the required subject area (s), and shall comply with state and federal mandates.
- Article VII, Section 3, f - Teachers assigned to the High School shall meet North Central Standards for the subject and/or grade assigned. Failure to meet such standards may result in a reassignment within the department (building/district); a transfer within the teacher's endorsed fields, or assignment to a 7th, 8th or 9th grade position.
- Article VII, Section 2, D - Involuntary reassignment by the Deputy Superintendent will be permitted to prevent the layoff of more senior teachers, to avoid the employment of new personnel during periods of reduction in force, or with a showing of cause. Administration will meet with a representative of the union prior to an involuntary reassignment.
- Article VII, Section 2, L - Whenever a teacher is transferred involuntarily, said teacher may request a showing of cause by the administration or Board of Education, whichever initiated such transfer. The teacher shall appeal in writing to the principal within ten (10) days after the effective date of the transfer if the teacher wishes to protest the transfer formally.

Questions about any aspect of this memo can be directed to Gary Scheff at (586) 445-5899 or Rebecca Vasil at (586) 445-5513.

Letter of Agreement
between
Roseville Community Schools
and the
Roseville Federation of Teachers

The parties agree to negotiate a revised process for the annual evaluation of all teachers that will incorporate the requirements of the Revised School Code Sections 380.1249 (inclusion of student growth data as a significant factor in the evaluation), 380.1250 (use of job performance and job accomplishments, including student growth, as significant factors in determining compensation and additional compensation) and 380.1280c (requirement for collective bargaining).

The parties will use the Teacher Evaluation Parameters developed by the combined MISD/AFT-MI/MEA committee and the Charlotte Danielson teacher evaluation standards as models for negotiation discussions.

The parties further agree to reach resolution no later than August 1, 2011.

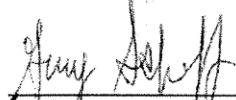
Roseville Community Schools

 1/12/11

Rebecca Vasil
Deputy Superintendent

Date

Roseville Federation of Teachers

 1-12-11

Gary Scheff
President

Date

It should be noted that support staff such as paraprofessionals, clerical and ancillary staff is not held responsible for student achievement. They are used primarily as management support through discipline, technology, student monitoring during high traffic times, such as passing times, lunch, and student drop-off and pick-up.

Special education teachers work under the same agreement identified and signed by the union president currently in the application.

Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students in a transformational school.

Roseville Middle School staff and administration have mutually agreed to an Adaptive Schools model that encourages professional learning communities and increases the opportunity for staff led decision making and shared decision making.

Roseville Middle School staff will attend training and implement the *Adaptive Schools Model*. This model will increase and support staff collaboration, team building and cultural shifting to build the capacity of Roseville Middle School to focus and implement the School Improvement Plan. Our team of six teachers will provide leadership for the remainder of the staff to integrate PLC ideologies into our school community.

Another opportunity for staff leadership includes a second team of three teachers that are attending "*Facilitators of School Improvement*" to bring to the staff the concept of data-driven decision making for our students and community. Both of these are a series of intensive training that ingrains school leadership and decision making in staff members.

These sessions will support schools with their school improvement process including working with Michigan's School Improvement Framework, Professional Learning Communities, North Central Accreditation and the Education Yes!

Roseville Middle School has made the commitment to mirror the goals of the Redesign Plan with the goals of the School Improvement Plan. The number of committees was increased to give teachers an increased leadership opportunity in their school. Each committee is headed by at least one chairperson, but many of the committees have co-chairs. This decision has increased leadership opportunities further for the teaching staff.

The description and role of the committees was distributed to the staff and they selected the committee for which they felt their strengths were best suited to serve the school and student body. A total of twelve staff members are now committee chairs that assist in decision making, data dissemination, and information distribution to the entire staff. This has made our transition to an adaptive school plan more fluid.

Reading Committee

Research and present basic practices for reading

Implementation of school-wide initiatives within your committee's focus area – model

Report and refocus to body as a whole

Monitor and analyze SIP/SIG goals within focus area

Develop calendar for introduction and implementation of said initiatives

Math Committee

Research and present basic practices for reading

Implementation of school-wide initiatives within your committee's focus area – model

Report and refocus to body as a whole

Monitor and analyze SIP/SIG goals within focus area

Develop calendar for introduction and implementation of said initiatives

Writing Committee

Research and present basic practices for writing

Implementation of school-wide initiatives within your committee's focus area – model

Report and refocus to body as a whole

Monitor and analyze SIP/SIG goals within focus area

Develop calendar for introduction and implementation of said initiatives

Data Committee

Data Director and uses

AimsWeb test delivery and analysis

Monitor statistically relevant info – attendance/behavior patterns

Develop and deliver staff and student surveys

Affective Committee

Monitor and chart behavior patterns

Programs to improve

Respect initiatives

Attendance and discipline statistical tracking

Anti-bullying initiatives

Stakeholder Committee

Parent involvement options

Community communication

Positive aspects of our school

Event development (How to Help Middle School Students with Homework workshop, 3 for Me, etc.)

Surveys of public

Technology Committee

Increase technology in the building

Increase technology use in the building

Increase technology use in the building by students

Train staff on technology as needed (set up P.D.)

Opportunities for Career Growth/Leadership at Roseville Middle School for Teaching Staff	
Teacher-in-Charge/Acting Principal	1 position
School Improvement Chair Person	1 position
Reading School Improvement Committee Chair	2 positions
Writing School Improvement Committee Chair	2 positions
Stakeholder School Improvement Committee Chair	1 position
Technology School Improvement Committee Chair	1 position
Math School Improvement Committee Chair	2 positions
Data School Improvement Committee Chair	2 positions
Affective School Improvement Committee Chair	2 positions
Math Department Head	2 positions
English Department Head	1 position
Science Department Head	1 position
Social Studies Department Head	1 position
Building Child Study Coordinator	1 position
Special Education MEAP Coordinator	1 position
IEP Coordinator	1 position
Building 504 Coordinator	1 position
Attendance Appeal Committee	2 positions
Behavior Review Committee	2 positions
Summer Math Camp Coordinator	1 position
Summer Reading Camp Coordinator	1 position
Facilitators of School Improvement Team	2 positions
Adaptive Schools Team	6 positions
Faculty Council	11 positions
Total Opportunities for Teacher Career Growth/Leadership	48 positions for 34 staff members

In order to effectively work as a cohesive team the building administration and teaching staff have agreed to items on the Macomb County Walkthrough form below. The activities, instructional practices, and check-list approach allow principals the ability to quickly identify practices within any given classroom at any given time. Teachers have a clear understanding of exactly what building administration will be looking for during both quick classroom observations and extended observations used during the teacher evaluation process.

Macomb County Walkthrough

Teacher:	Grade:	Course:
Class Type:		Observer:
Observation Date:	<input type="checkbox"/> First third <input type="checkbox"/> Middle third <input type="checkbox"/> Last third	Approximate number of students oriented to work <input type="checkbox"/> All/Most <input type="checkbox"/> About 3/4 th <input type="checkbox"/> About Half <input type="checkbox"/> About 1/4th <input type="checkbox"/> Few//None
Observation Time:		

Stated Objective / Core Standard	Observed Objective / Core Standard	Congruence <input type="checkbox"/> Congruent <input type="checkbox"/> Partial <input type="checkbox"/> Non-congruent

DOMINANT STUDENT ACTIVITY <i>(Mark one in first column. Mark all those observed in second column.)</i>			DOMINANT TEACHER ACTIVITY
<input type="checkbox"/> Large group work <input type="checkbox"/> Small group work <input type="checkbox"/> Individual work <input type="checkbox"/> Other _____	<input type="checkbox"/> Warm Up/Review <input type="checkbox"/> Watching video <input type="checkbox"/> Using technology <input type="checkbox"/> Taking assessment <input type="checkbox"/> Lab / Activity	<input type="checkbox"/> Reading (see below) <input type="checkbox"/> Writing (see below) <input type="checkbox"/> Dialogue _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group <input type="checkbox"/> Individual work <input type="checkbox"/> Monitoring student work <input type="checkbox"/> Other _____

POWERFUL INSTRUCTIONAL PRACTICES: <i>(Mark all noted)</i>	
<input type="checkbox"/> Connects prior learnings in relation to new <input type="checkbox"/> Provides relevant information and examples <input type="checkbox"/> Uses quality questioning techniques <input type="checkbox"/> Uses metacognition and modeling <input type="checkbox"/> Elicits active participation <input type="checkbox"/> Checks for understanding	<input type="checkbox"/> Provides guided practice with corrective feedback <input type="checkbox"/> Uses feedback that promotes learning <input type="checkbox"/> Compares, contrasts, classifies (student) <input type="checkbox"/> Has talk which is positive (learning environment) <input type="checkbox"/> Provides for differentiated learning <input type="checkbox"/> Provides opportunities for student inquiry

Reading Analysis			
Types of Text Reading	Initial/Basic	Interpretation	Analysis
<input type="checkbox"/> Recreational (Fiction) <input type="checkbox"/> Textual (Non-Fiction) <input type="checkbox"/> Functional (Real World)	<input type="checkbox"/> Special Detail <input type="checkbox"/> Action, Reason, Sequence	<input type="checkbox"/> Inference <input type="checkbox"/> Extended Meaning	<input type="checkbox"/> Critical Anal. <input type="checkbox"/> Strategies

Writing Analysis		
Modes of Discourse	Response to Content	Personal Reflection
<input type="checkbox"/> Argument <input type="checkbox"/> Informational <input type="checkbox"/> Personal Narrative	<input type="checkbox"/> Fill in the Blank <input type="checkbox"/> Workbooks <input type="checkbox"/> Constructed Response <input type="checkbox"/> Answer Questions <input type="checkbox"/> Quickwrite <input type="checkbox"/> Other _____	<input type="checkbox"/> Journaling <input type="checkbox"/> Blogging <input type="checkbox"/> Quickwrite

Other comments (if more space needed, use the back side of this sheet):

The Principal, with the support of the Superintendent and Roseville Middle School staff members, will actively recruit teachers who can demonstrate their commitment to student success and their support of the RMS building philosophy. Assignment to the school will be made based on the mutual consent of the Principal and the Teacher, and will be made without regard to seniority. For further information with regards to this agreement please references the October 11, 2010 memo that defines the district ability to assign teachers administratively located in Attachment E.

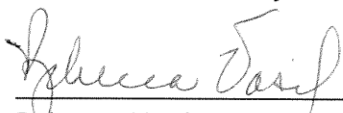
It is important to note that Roseville Community Schools is also committed to the principal evaluation being connected to student achievement as evidenced in the Letter of Agreement below.

Letter of Agreement
between
Roseville Community Schools
and the
Roseville Principals Association

The parties agree to negotiate a revised process for the annual evaluation of all principals that will incorporate the requirements of the Revised School Code Sections 380.1249 (inclusion of student growth data as a significant factor in the evaluation), 380.1250 (use of job performance and job accomplishments, including student growth, as significant factors in determining compensation and additional compensation), and 380.1280c (requirement for collective bargaining).

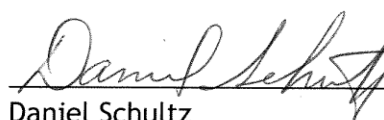
The parties further agree to reach resolution no later than August 1, 2011.

Roseville Community Schools


Rebecca Vasil
Deputy Superintendent

1/14/11
Date

Roseville Principals Association


Daniel Schultz
President

1-14-11
Date

B3-D Increased time for student learning and staff collaboration

Increasing Learning Time and Mechanisms for Community-Oriented Schools

Requirement 1

Establish schedules and strategies that provide increased time for all students to learn core academic content by expanding the school day, week or year. Provide increased instructional time for core subjects during the school day.

The Roseville school district has agreed to regular collaboration time for the Roseville Middle School staff. The collaboration time is expected to be at least one day per month in which students would start later in the day and teachers would work on teaching strategies, data collection and analysis, professional development and department progress in the area of common tests, strategic initiatives across the curriculum and input into our data systems.

The district has implemented multiple initiatives to provide increased learning time for all of our students, as well as increase collaboration time for our entire staff. Our Summer Math Camp is a five-week program for all of our middle school students that utilize instruction with an emphasis on hands-on activities and the Carnegie Math – Cognitive Tutor software. Our Literacy Improvement Program will be scheduled at the end of the summer and extended after the school day through mid-October for all students. After-school tutoring and/or Credit Recovery will be offered daily throughout the school year.

Roseville Middle School will increase the school day by a minimum of 20 minutes per day. Our current schedule begins at 7:45 a.m. and ends at 2:40 p.m. The extended learning time will be a solid block at the beginning or end of the day, but the time may be split at both ends of the day for bussing purposes. Such a schedule might be 7:35 a.m. to 2:55 pm.

As the producer of the master schedule, Dave Rice, the building principal, will build a schedule in such a way that will allow for the stacking or blocking of multiple classes where needed, that will increase time in core areas. This will include, but not be limited to, attack classes in math and ELA abutting up to core area classes in the same grade level. He will attempt to schedule common preps for multiple core area teachers to collaborate on cross-curricular units or identification of students' strengths and weaknesses.

Extended Learning Time Summary

Activity	Support	Hours
Before/After School Tutoring	All students ELA/Math/Science	155
Summer Literacy Camp	All students ELA	44
Summer Math Camp	All students Math	60
Credit Recovery	At-risk students	72
Added Instruction Time	All students	60
	TOTAL	391

Administrators, staff, and parents have worked collaboratively with consultants employed by our primary external service provider, the Macomb Intermediate School District, to develop and implement interventions in a three tiered model that support data driven decision making and research based best practices for our students.

Letter of Agreement
between
Roseville Community Schools
and the
Roseville Federation of Teachers

In compliance with the State School Reform/Redesign Plan, the parties agree to add a minimum of 20 minutes of increased learning time per day (approximately 60 hours/year or 8.5 days/year) at Roseville Middle School. The extra time will impact academic teachers, elective teachers, special education teachers, counselors, and other support teachers.

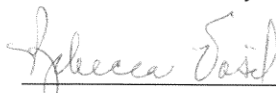
The addition time will be used for (a) instruction for all students in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction for all students in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

The daily increase in learning time will be in addition to other extended year and after school opportunities available to students and staff, and listed within the school district's School Reform/Redesign Plan.

Teachers will be compensated for the added time based on their contractual hourly rate.

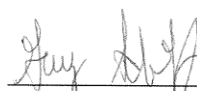
The plan will be finalized by August 2011, and implemented for the 2011/2012 school year.

Roseville Community Schools


Rebecca Vasil
Deputy Superintendent

1/12/11
Date

Roseville Federation of Teachers


Gary Scheff
President

1-12-11
Date

Section B3, Bullet 2

- Select external providers from the state's list of preferred providers;

The Roseville Community Schools has chosen the Macomb Intermediate School District, Pearson, and McGraw-Hill as its external service providers. We will work with the Michigan Department of Education and the MISD to select additional approved external service providers as necessary.

Section B3, Bullet 3

- Align other resources with the interventions;

To assure that all resources are aligned with the interventions, staff will receive training and professional development on the strategies that we are implementing. The Assistant Superintendent and Curriculum Director will work with the Roseville Middle School Administration and School Improvement Team to coordinate all the interventions associated with the transformation model.

Bi-lingual programs through the MISD provide academic tutors for our English Language learners.

Roseville Middle School will use co-teaching opportunities to provide the least restrictive environment. Co-teaching is a best practice approach for ensuring that all students make progress in the general curriculum. Professional development for co-teaching is included in the timeline below. The Co-Teaching Workshop will provide detailed information about effectively planning, implementing, and evaluating co-teaching practices. Participants will explore both the conceptual and operational aspects of this innovative approach including collaborative skills that can help co-teaching teams succeed.

In order to ensure that the interventions are implemented with fidelity, Roseville Community Schools has adopted the Teacher Evaluation Parameters developed by a joint committee of Macomb County teachers and administrators. The procedures comply with the requirements of both the Michigan Teacher Tenure Act and Section 1249 of the Revised School Code. A copy of the document is attached.

The Roseville Community Schools is committed to changing policies and practices to transform the culture of Roseville Middle School to support and implement the transformation model. Central Administrators met with the staff at Roseville Middle School to inform them of the School Improvement Grant (SIG) options and select the proper one. The teachers have shown overwhelming support for the transformation model. Approximately twenty staff members, including those that are new to the building, have been working diligently to develop a robust school improvement plan that supports the transformation model. The staff commitment has been demonstrated by their decision to change their school improvement goals and strategies to mirror this plan.

The district has demonstrated its commitment to the school improvement process in several ways, including the Board of Education (BOE) vote to adopt the transformation model and the appointment of Assistant Superintendent Mike LaFevé as the district SIG coordinator. Board of Education members have attended meetings in Lansing on the Lowest Performing Schools, Superintendent Discussion Groups with the public and Macomb Intermediate School District Board of Education meetings. They are also participating in the Ad Hoc committee meetings to monitor and oversee the transformation model at Roseville Middle School.

Mr. John Kment, Superintendent of Schools, has very clear expectations for the administrators and teachers in the district. He requires principals to submit monthly summaries that report on district and school improvement initiatives such as research-based best practices and the use of technology. Mr. Kment has shown his support of the transformation model in presentations at Board Meetings, Superintendent Discussion Group (stakeholder) meetings and school staff meetings. He also attended meetings regarding the Lowest Performing Schools in Lansing and a meeting on October 1, 2010 at the Roseville Community Schools Central Administration building with Mark Coscarella from the Michigan Department of Education. Mr. Kment has indicated that Roseville Middle School will have the flexibility that it needs to focus on the transformation initiative. He has already given permission for flexibility in scheduling, PLC collaboration time, and additional expenditures.

The Principal, with the support of the Superintendent and Roseville Middle School staff members, will actively recruit teachers who can demonstrate their commitment to student success and their support of the Roseville Middle School building philosophy.

Student Interventions, Professional Development and Technology Interventions at Roseville Middle School

Activity	Activity will Support	Staffing/Materials/Supplies/Equipment needed to support Activity	Cost Estimate	Funding Source	Activity Provider	Timeline for Implementation
Academic Room	Core Academics	1.0 FTE Instructional Aide	\$22,780	Section 31A	RMS staff	Year 1
Literacy coaches	Reading and writing comprehension in core classes	3 literacy coaches @ \$45/hour 2 times per week (12 hours per week) for 36 weeks	\$58,320	School Improvement Grant Years 1/2/3	Macomb ISD	Year 1
After School Tutoring	Extended Learning Time	Teaching staff @ \$22/hour	\$4,226.21	Section 31A Year 1/2/3	RMS Staff	Year 1
Summer Math Camp	Extended Learning Time	Carnegie Licenses, 6 Teachers	\$11,214.35	Section 31A/ MISD Year 1/2/3	RMS Staff	Year 1
Summer Literacy Improvement Camp	Extended Learning Time	Teachers, Transportation	\$6,000	Section 31A Year 1/2/3	RMS Staff	Year 1
Coaching Hour	At-risk students in general education classes	Staffing for a class period per day that every teacher serves as a coach in a core academic classroom in addition to their normal class load.	\$519,259.11	Section 31A Year 1/2/3	RMS staff through 31A funding	Year 1
ELA Attack classes	ELA Tier II and III students	Curriculum	\$84,630.24	Section 31A Year 1/2/3	RMS Staff	Year 1
Math Attack classes	Math Tier II and III students	Curriculum	\$134,973.58	Section 31A Year 1/2/3	RMS Staff	Year 1
Writing Tracker	Tier I students	Training	N/A	N/A	MISD	Year 1
Professional Learning Communities Collaborative Math Training	Math	Substitute teachers	\$2,782	Title II	Macomb ISD	Year 1
Adaptive Schools Model Training	Leadership Capacity of Staff	6 staff @ \$225 Substitutes @ \$100/day		Title II	Macomb ISD	Year 1
Professional Learning Communities Collaborative ELA Training	ELA	Substitute teachers	\$2,763	Title II	Macomb ISD	Year 1
Facilitators of School Improvement Training	School Improvement	Substitute teachers	\$1,675	Title II	Macomb ISD	Year 1
The Principal Series	Leadership Capacity	Support Program	\$75	Title II	Macomb ISD	Year 1
Reading Apprenticeship Training and Program	ELA Tier I students	Substitute teachers, consumables	\$1,600	District Funded Section 31A	Macomb ISD	Year 1/2/3
Corrective Reading Training and program	ELA Tier II and III students	Consumables, training	\$10,957.20	School Improvement Grant Year 1/2/3	McGraw-Hill	Year 1/2/3
Expressive Writing Training and program	ELA Tier II and III students	Consumables, training	\$2,353.50	School Improvement Grant Year 1/2/3	McGraw-Hill	Year 1/2/3
Read to Achieve Training and program	ELA Tier II and III students	Consumables, training	\$27,620.30	School Improvement Grant Year 1/2/3	McGraw-Hill	Year 1/2/3
Reasoning and Writing Training and program	ELA Tier II and III students	Consumables, training	\$14,951.40	School Improvement Grant Year 1/2/3	McGraw-Hill	Year 1/2/3
Spelling with Morphographs Training	ELA Tier II and III students	Consumables, training		School Improvement Grant Year 1/2/3	McGraw-Hill	Year 1/2/3
Math Instructional Aides	Math Tier II and III	1@	\$	Section 31A		Year 1/2/3
Ames Web Testing	Student achievement	Training, license fees 575 @ 5.00	\$7,375	School Budget	Pearson	Year 1
Data Director	Data-driven decision-making	Program and training	N/A	N/A	Macomb ISD	Year 1

Power School	Student Achievement and Parent Communication	Program and training	N/A	N/A	Macomb ISD	Year 1
Success Maker		40 licenses @ \$948/license	\$37,920	School Improvement Grant 1/2/3	Pearson	Year 1/2/3
Carnegie	Math Tier I students	150 licenses @ 42.50/license + \$30/student for workbooks	\$10,875	School Improvement Grant 1/2/3	Carnegie	Year 1/2/3
Creation of ELA/Math Designated computer lab	Tier I	40 desktop computers, 2 printers, 2 scanners, consumable computer materials (paper, ink, toner, etc)	\$16,500	Roseville Community Schools District Bond	Roseville Middle School	Year 1
TI-Nspire and Navigator software	Math Tier I, II, III students achievement	160 TI – Nspires and Navigator Training	\$25,000	RMS School Budget	Texas Instruments	Year 1/2
Interactive White Boards	Math Tier I, II, III support	5 Interactive White Boards, Software, teacher training	\$9,000	School Improvement Grant	SMART&SES	Year 1/2/3
ELMO Projectors	ELA, MATH Tier I	25 ELMO Projectors	\$14,725	School Improvement Grant	Aver Media	Year 1/2/3
Digital Projectors	Tier I	53 Ceiling Mounted Projectors (\$693/projector, \$169/ceiling mount + electrical costs)	\$45,686	School Improvement Grant	Hitachi	Year 1/2/3
96" Projector Screens	Tier I	53 Projector Screens (\$127/screen)	\$6,731	School Improvement Grant	Draper Luma	Year 1/2/3
Response Card RF	Tier I	1 Response Card RF Classroom Interactive Solution Set	\$1,337	School Improvement Grant	Turning Technologies	Year 1

Section B3 – Bullet 4

- Policy/Practice Changes

In 2006 Roseville Community Schools' stakeholders collaborated on a vision for the future. This vision came to fruition in the form of a \$110 million dollar bond.

Staff members have developed end-of-course assessments based on the ELA Power standards, HSCEs, and GLCEs. We are in the process of developing and selecting additional formative and summative assessments which will be accessed through Data Director and used to direct instructional practices. **Attachment F** The district is engaged in the process of training staff members to utilize Data Director to collect and disseminate district and school-wide data and has purchased several scanners to aid in this process. The district has a collaborative process to establish which materials need to be purchased. Department and grade-level collaboration is used to review current materials and make recommendations. Funds are allocated to purchase these materials. Bond allocations primarily for computers and infrastructure totaled over eight million dollars.

The Roseville Community Schools Board of Education and the Roseville Federation of Teachers have agreed on a district-wide school improvement plan that is based on the needs of our students, reflects a vision of rapid improvement and allows the placement of resources, including personnel, into schools that are in the most need of improvement. All Roseville Community Schools' stakeholders share accountability for student achievement results. In order to balance the budget and minimize the elimination of vital programs, all the bargaining units in the district have agreed to significant concessions in order to make cuts totaling approximately \$8.4 million dollars. The district is in the process of developing a committee including Board of Education members, staff, parents and community members to monitor and oversee the implementation of the transformation model.

The Roseville Community Schools is committed to changing policies and practices with regard to Roseville Middle School to implement/support the transformation model. The Superintendent of schools and other central administrators met with the staff at Roseville Middle School to inform them of the School Improvement Grant (SIG) options and select the proper one. **Attachment B**

The teachers have shown overwhelming support for the transformation model. Approximately twenty staff members, including those that will be new to the building this fall, have been working diligently to develop a robust school improvement plan that supports the transformation model. The staff commitment has been demonstrated by their decision to change their school improvement goals and strategies to mirror this plan. The district has indicated its commitment in several ways, including the Board of Education's (BOE) vote to adopt the transformation model, BOE and central administration collaboration and support and the appointment of Assistant Superintendent Mike LaFeve to be the district SIG coordinator. In addition, the Superintendent has indicated that Roseville Middle School will have the flexibility to deviate from district professional development to focus on these initiatives.

Roseville Middle School has selected a core group of staff members along with the building principal and assistant principal to train in the Adaptive Schools Model. The seven member team will complete the training and introduce initiatives and activities to the rest of the staff in hopes of building a collegial atmosphere. This approach will allow our school to take a professional learning communities approach to share decision making and program implementation.

Section B3 – Bullet 5

- Program Sustainability

The Roseville Community Schools is willing to work with an external provider to review the district's budget and identify potential funds to support these initiatives. The district will sustain these initiatives for all students at Roseville Middle School through the use of district funding and other grant sources once the SIG is phased out. 31A or at-risk dollars will provide additional support for our struggling students. Professional development to support these initiatives will be phased out where possible as our teachers will train new staff members, software and technology will have been purchased and will only require updates and maintenance.

The Roseville Community Schools and Roseville Middle School will participate in reporting data and sharing successful strategies and best practices as required by the Michigan Department of Education. In addition, Roseville Middle School staff will cooperate and collaborate with the MDE facilitators/monitors.

As the initiatives and strategies in the continuous School Improvement Plan become a part of the Roseville Middle School culture, the need for external supports will be decreased. The principal and staff will take more and more responsibility for the SIP and direct external oversight will no longer be needed. Roseville Middle School (RMS) will continue to use the state SIP tool to ensure that the needed initiatives are continued after the life of the School Improvement Grant. The stakeholder steering committee will continue to oversee and review the RMS School Improvement Plan periodically to ensure sustainability. **Attachment G**

4. Include a timeline delineating the steps to be taken to implement the selected intervention in each Tier I and Tier II School identified in the LEA's application. (Attachment VII provides a sample rubric for principal selection if the LEA chooses an intervention that requires replacement of the principal.)

Section B4

- Professional Development Timeline

Pp. 29-30: Roseville Middle School will engage in a comprehensive approach to strategies that will enhance the teaching environment. It is evident that we need to make strides in math and ELA classes, as well as improving our data-driven decision making when it comes to our students and levels of interventions needed. We will be focusing on the "how" and "why" of teaching, as well as the "what" that has been stressed so urgently in our state and school district over the past several years.

The professional development plan includes, but is not limited to, Reading Apprenticeship strategies, Close and Critical Reading, Corrective Reading, Spelling with Morphographs, SuccessMaker, and Read to Achieve. While these strategies are all part of the ELA curriculum, we will be teaching them as cross-curricular tools for the entire staff. Bi-lingual programs through the MISD provide academic tutors for our English Language learners.

The math department will engage in Carnegie training, TI-Inspire and Navigator training that will enhance learning for students at all levels. Math teachers will also be meeting regularly with leaders from the MISD to sharpen their in-class teaching practices in such areas as delivery, testing, and re-testing for the evidence of mastery in the subject area.

School-wide professional development includes Professional Learning Communities Workshops, SuccessMaker training, Corrective Reading training, collaborative time with each other and coaches from the MISD, AIMSweb training, Data Director training, Adaptive Schools workshops, and regular update meetings by the principal and assistant principal.

*A Trainer-of-trainers at Roseville Middle School will be identified for each activity & strategy so that training for new and transferring teachers can continue.

Professional Development Timeline 2011 – 2012 Academic Calendar

	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
September	<ul style="list-style-type: none"> ➤ Close and Critical Reading Training ➤ Corrective Reading Training ➤ Expressive Writing Training ➤ Spelling with Morphographs Training ➤ Reading Apprenticeship Training ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches ➤ SuccessMaker Training 	<ul style="list-style-type: none"> ➤ Carnegie Training ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches ➤ Writing Tracker Training 	<ul style="list-style-type: none"> ➤ Co-teaching: Principles Practices and Pragmatics ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
October	<ul style="list-style-type: none"> ➤ Read to Achieve Training ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ TI-Nspire and Navigator Training, Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ Data Director Training
November	<ul style="list-style-type: none"> ➤ Reading Apprenticeship Training ➤ Thinking Maps ➤ Collaborative time with Literacy Coaches ➤ Guided Highlighted Reading 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches ➤ Guided Highlighted Reading 	<ul style="list-style-type: none"> ➤ AIMSWeb Training ➤ Facilitators of School Improvement ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Staff PD day ➤ Weekly Staff Update Meetings ➤ PLA Principal Meetings
December	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Staff PD Day ➤ Reading Apprenticeship Training ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ PLA Principal Meetings

Professional Development Timeline 2011 – 2012 Academic Calendar

	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
January	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches ➤ Reading Apprenticeship Training 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Staff PD Day ➤ Weekly Staff Update Meetings ➤ Data Director Training ➤ PLA Principal Meetings
February	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ PLA Principal Meetings
March	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Staff PD Day ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ AdvancedED/NCA Conference ➤ PLA Principal Meetings
April	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ PLA Principal Meetings
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June				
July				
August	<ul style="list-style-type: none"> ➤ New Staff SuccessMaker Training 	<ul style="list-style-type: none"> ➤ New Staff Carnegie Training 		<ul style="list-style-type: none"> ➤ Staff PD Days

Professional Development Timeline 2012 – 2013 Academic Calendar

	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
September	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ Data Director Training
October	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ Data Director Training
November	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
December	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
January	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings

Professional Development Timeline 2012 – 2013 Academic Calendar

	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
February	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meeting
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April	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	<ul style="list-style-type: none"> ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
May	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
June				
July				
August	➤ New Staff SuccessMaker Training	➤ New Staff Carnegie Training		<ul style="list-style-type: none"> ➤ Staff PD Days ➤ AIMSweb training for new staff

Professional Development Timeline 2013 – 2014 Academic Calendar

	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
September	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ Data Director Training
October	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ Data Director Training
November	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
December	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
January	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings

Professional Development Timeline 2013 – 2014 Academic Calendar

	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
February	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
March	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
April	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
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June				
July				
August	➤ New Staff SuccessMaker Training	➤ New Staff Carnegie Training		➤ Staff PD Days ➤ AIMSweb training for new staff

Roseville Middle School uses a co-teaching strategy as part of its regular staffing policy. Co-teaching is a best practices approach for ensuring that all students make progress in the general curriculum. Professional development for co-teaching is included in the timeline below. The Co-Teaching Workshop will provide detailed information about effectively planning, implementing, and evaluating co-teaching practices. Participants will explore both the conceptual and operational aspects of this innovative approach including collaborative skills that can help co-teaching teams succeed.

Roseville Middle School also provides an instructional aide in all of the tier II and III support classes as well as in a majority tier I classes in ELA and Math, with some aides in Science and Social Studies. All of the aides are certified teachers and most are highly qualified in the area in which they are acting as a support person in the room. This concept allows Roseville Middle School to reduce the student/teacher ratio in those classes.

For detailed implementation, see [Attachment H](#).

5. Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor Tier I and Tier II schools that receive school improvement funds.

Section B5

- Annual Goals for Student Achievement

Roseville Middle School has established annual goals for student achievement on the state's assessments in order to monitor student progress and modify student instruction accordingly. The percentage of all eighth grade students scoring at the proficient level on the MEAP Reading Test will increase from 58 to 62 percent. The percentage of all eighth grade African American students scoring at the proficient level on the MEAP Reading Test will increase from 35 to 42 percent. The percentage of all eighth grade students with disabilities scoring at the proficient level on the MEAP Reading Test will increase from 13 to 22 percent.

The 7th Grade MEAP Writing Test will be administered again on an annual basis starting in 2010-2011 and will be used for baseline data. Thereafter it will be used to track student achievement in writing. (See SIP for achievement goals on locally developed/selected assessments).

The percentage of all eighth grade students scoring at the proficient level on the MEAP Math Test will increase from 58 to 66 percent. The percentage of all eighth grade African American students scoring at the proficient level on the MEAP Math Test will increase from 35 to 40 percent. The percentage of all eighth grade students with disabilities scoring at the proficient level on the MEAP Math Test will increase from 13 to 19 percent.

In order to make and sustain significant, rapid gains in student achievement, the staff at Roseville Middle School will participate in a number of research-based job-embedded professional development opportunities including, Carnegie Math, Navigator, AIMSweb,

Close & Critical Reading, Corrective Reading, Expressive Writing, Spelling through Morphographs, Reading Apprenticeship, Read to Achieve and Reasoning & Writing. In order to develop and increase teacher and leader effectiveness, the Roseville Middle School staff will attend training and implement the *Adaptive Schools Model*. This model will increase and support staff collaboration, team building and cultural shifting to build the capacity of Roseville Middle School to focus and implement the School Improvement Plan. In addition, the principal and school improvement chairpersons will attend a workshop at the Macomb Intermediate School District entitled "*Facilitators of School Improvement*". These sessions will support schools with their school improvement process including working with Michigan's School Improvement Framework, Professional Learning Communities, North Central Accreditation and the Education Yes!

The School Improvement Team at Roseville Middle School has used the Comprehensive Needs Analysis, MEAP data and local assessments to identify areas of concern (student achievement gaps). The principal and leadership team in collaboration with consultants from the Macomb Intermediate School District have developed a data-based three-tiered intervention model of instruction/intervention to support and address all three goals of increasing proficiency in reading, writing and math. The School Improvement Plan (SIP) includes a variety of research-based training, software programs and technology to increase the effectiveness of each tier of intervention/support. We will be using various data collection tools several times during the year to monitor student progress and review the fidelity of the curriculum. When the student data has been analyzed, the students will be placed into classes, programs or activities that are best suited for the needs of each individual student. The principal and school improvement team has identified the staff responsible for each strategy. Ongoing job-embedded professional development, regular departmental data meetings and school improvement team meetings will ensure that the district can sustain these initiatives in the future.

The Principal will build a schedule that will allow for the pre teaching of Math and ELA concepts by locating the Tier I and Tier II support classes before the regularly scheduled class of the same subject area. Pre teaching is an essential element in our plan can aide in the development of concepts in struggling students.

6. For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement. (No response needed at this time.)

Section B6-Not applicable

7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds. (No response needed at this time.)

Section B7-Not applicable

8. As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.
 - Describe how this process was conducted within the LEA.

Section B8

Stakeholder Involvement

In order to increase family and community engagement, the Roseville Community Schools has formed a committee to oversee and monitor these initiatives. This committee will be comprised of school board members, central office administrators, staff members, parents and community members. In addition, we will create a section in each monthly newsletter entitled "*School Improvement*". We are also in the process of making our parent/community survey more accessible. Parents from Roseville Middle School have attended transformation model meetings and are very supportive. [Attachment I](#)

The district is committed to giving the turnaround specialist and Roseville Middle School sufficient operational flexibility to implement/support rapid, sustained improvement. These measures include interviewing and selecting staff members, financial resources, providing substitutes for school improvement meetings and activities, and the authority to schedule and provide interventions for students based on data collection and analysis.

After being notified by the State in April, 2010, our district began meeting with the major stakeholders which included central administration, building administration, school board members, union representation, staff, and the Macomb Intermediate School District. On May 6, 2010 a group of stakeholders attended the Michigan Department of Education "Race to the Top" meeting in Lansing. The stakeholders determined that the district should use the transformation model after using the state decision-making and planning tool. Each individual stakeholder analyzed the school profile which included building performance data and answering the key questions under each model. The Superintendent met with Board of Education members, community members and staff to update and inform them of the grant options and solicit their input. The overwhelming consensus of all the stakeholders confirmed that the transformation model was the proper choice for Roseville Middle School. The turnaround specialist was selected using the criteria provided by the MDE. Central Administrators, staff members from Roseville Middle School, parents, the turnaround specialist and Macomb Intermediate School District consultants have participated in a series of meetings and work sessions to determine which initiatives would be most effective to increase student achievement at Roseville Middle School. [Attachment J](#), [Attachment K](#)

- Mr. Rice and Mr. Bettin attend all Parent Club meetings, at which significant time is given for an informational report and feedback from parents on school improvement initiatives.
- Parents are encouraged to attend School Improvement activities, as well as participate in discussions within school improvement committees. Parents are encouraged to freely and actively be productive members within the school improvement organizational

entity. Parents are invited to attend staff meetings where school improvement in the focus to give their input and receive updates.

- RMS is developing a Parent Resource Center. The Resource Center will be located in a room connected to our Time-Out room, conveniently situated by our main entrance for ease of parent access, and will be maintained by a Paraprofessional, who will always be assigned to the Time-Out area.
 - The room will contain an available computer with internet access for parents who may not have regular access to a computer at their home.
 - Audio and visual cd's related to middle school student and parent success.
 - Literature, periodicals, and individual articles on recent trends for school improvement, and parenting tools for the middle school level student.
 - MEAP practice materials
 - Books
- Parents will be encouraged to contribute any material they, along with the assistance of the principal, find appropriate to assist parents in the challenges of middle school education and parenting in the 21st Century.
- The principal and assistant principal of RMS will be holding monthly parent workshops that will encourage parents to get involved in their student's academic and extracurricular development during the middle school years. Roseville Middle school leadership will offer two meetings a month, one in the AM and the duplicate meeting in the PM, in an effort to maximize the parents reached. This will allow parents the flexibility needed in today's society to remain or become involved in the school community. These workshops may include outside resources and presenters that are considered experts in a particular field. It is important that school leaders are directly involved in the presenting of these materials because school leadership believes it will strengthen community bonds and encourage confidence in school personnel. Workshop topics will/may include:
 - Proper homework habits
 - The dangers of cyber-bullying
 - Understanding the MEAP test
 - The value of supportive behavior at home for corrective actions in school
 - Depression in youth and signs to look for
 - Scheduling and preparation for the high school years
 - Implications of AIMSweb testing
 - The need for school improvement initiatives
- Roseville Middle School will also develop partnerships with local businesses and municipalities to encourage real-life experiences for students in the form of service learning, field trips, and/or financial contributions that will aid in the purchase of materials that will enhance the educational environment at the school.

ONGOING OPPORTUNITIES FOR FAMILY AND COMMUNITY INVOLVEMENT

Title	Purpose	Frequency	Participants
Ad Hoc Committee	Oversight of redesign plan	Quarterly	Board members, administrators, parents, teachers
Parent Club	Enrich student educational experience, support student achievement	Monthly	Parents, teachers, administrators, students
Marketing Committee	Public Relations	Monthly	Parents, teachers, board members, administrators
Superintendent Discussion Group	Seek input and provide information and solutions	Monthly	Parents, teachers, board members, administrators
Parent Workshops	Improve parenting, support student learning	Monthly (Shared hosting between Eastland Middle School and Roseville Middle School)	Parents, teachers, administrators, board members outside experts
School Board Meetings	District oversight and management, student and staff recognition, community outreach	Bi-Monthly (minimum)	Parents, residents, businesses, students, board members, administrators
Parent-Teacher Conferences	support student learning	Three times per year	Students, parents, teachers, administrators, board members
Open House	Community outreach, support student achievement, ease transition to middle school	Once per year	Students, parents, teachers, administrators, board members
Student Orientation	Ease transition from elementary to middle School	Two days (Incoming 7 th and 8 th grade students) before school year begins	Students, parents, teachers, administrators
Parent Orientation	Ease transition from elementary to middle school	Once per year (parents of new incoming students)	Students, parents, teachers, administrators, board members
Roseville Community Schools Scholarship Dance	Provide scholarships for seniors	Once per year	Parents, teachers, administrators, board members, businesses

ONGOING OPPORTUNITIES FOR FAMILY AND COMMUNITY INVOLVEMENT

Title	Purpose	Frequency	Participants
Roseville Community Schools Golf Outing	Provide scholarships for seniors	Once per year	Board members, administrators, parents, teachers, businesses
Parent Resource Center	Support student learning, bullying prevention, increase parenting skills	Available anytime	Parents, teachers
National Junior Honor Society Induction	Induct and recognize student achievement and character	Once per year	Parents, students, teachers, administrators, board members
Roseville Community Schools Celebration	Community outreach, student and teacher recognition, support student achievement	Once per year (Held at the newly renovated Roseville High School)	Students, parents, teachers, board members, administrators, businesses
School Improvement Meetings	Support student achievement, manage redesign plan	Once per month (minimum)	Parents, teachers, administrators
Student, Parent, Staff Surveys	Gather perception data	Once per year (minimum)	Students, parents, teachers
Monthly Newsletter	Provide information on school improvement efforts, functions and events, student recognition, community outreach	Once per month	Students, parents, teachers, administrators, board members
PowerSchool Parent Portal	Support student achievement (allows parents to view student grades)	Continuous	Parents, teachers, administrators
School Dances	School to home relations, etiquette, socialization	Quarterly	Students, parents, teachers, administrators
Key Communicator Program	Provides an ongoing vehicle for school – parent communication	Continuous	Parents, administrators
Cable Channel	Inform community of events, recognize student and staff achievement	Continuous	Students, parents, teachers, administrators, board members, businesses

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

- The LEA must provide a budget in MEGS at the building level that indicates the amount of school improvement funds the LEA will use each year to—
 - Implement the selected model in each Tier I and Tier II school it commits to serve;
 - Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
 - Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application. (No response needed at this time.)

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.

ASSURANCES AND CERTIFICATIONS

STATE PROGRAMS

- **INSTRUCTIONS:** Please review the assurances and certification statements that are listed below. Sign and return this page with the completed application.

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LL*Disclosure Form to Report Lobbying*, in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ASSURANCE WITH SECTION 511 OF THE U.S. DEPARTMENT OF EDUCATION APROPRIATION ACT OF 1990

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Education."

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C. 7905, 34 CFR PART 108.

A State or subgrantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92 of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

AUDIT REQUIREMENTS

All grant recipients who spend \$500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers to upon the request of the Michigan Department of Education.

IN ADDITION:

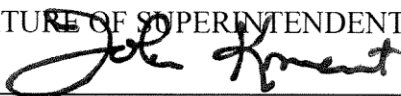
This project/program will not supplant nor duplicate an existing School Improvement Plan.

SPECIFIC PROGRAM ASSURANCES

The following provisions are understood by the recipients of the grants should it be awarded:

1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Innovation and Improvement unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds.
7. If the recipient implements a restart model in a Tier I or Tier II school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
8. The recipient must report to the SEA the school-level data required under section III of the final requirements.

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL



Date
7/12/10

SIGNATURE OF LEA BOARD PRESIDENT



Date
7/12/10

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

See the Assurances and Certifications section of the LEA Application for a complete list of assurances. LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

E. WAIVERS: The MDE has requested all of the following waivers of requirements applicable to the LEA's School Improvement Grant. Please indicate which of the waivers the LEA intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

☒ Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)?	Transformation
Number of minutes in the school year?	66,620
Student Data	
Dropout rate	N/A (Middle School)
Student attendance rate	92.08%
For high schools: Number and percentage of students completing advanced coursework for each category below	N/A
Advanced Placement	N/A
International Baccalaureate	N/A
Early college/college credit	N/A
Dual enrollment	N/A
Number and percentage enrolled in college from most recent graduating class	N/A
Student Connection/School Climate	
Number of disciplinary incidents	968
Number of students involved in disciplinary incidents	267
Number of truant students	55
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	In the process of developing a new evaluation system
Teacher Attendance Rate	91.8%

LEA Application Part II

ATTACHMENT III

SAMPLE SCHOOL APPLICATION

SCHOOL IMPROVEMENT GRANT - 1003(g)

FY 2010 - 2011

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code: Roseville Middle School 03295	District Name and Code Roseville Community Schools 50030
Model for change to be implemented: Transformation	
School Mailing Address: 16250 Martin Road; Roseville, MI 48066	
Contact for the School Improvement Grant: Name: Michael J. LaFevé Position: Assistant Superintendent Contact's Mailing Address: 18975 Church Street; Roseville, MI 48066 Telephone: 586-445-5508 Fax: 586-771-1772 Email address: mlafeve@roseville.k12.mi.us	
Principal (Printed Name): David C. Rice	Telephone: 586-445-5605
Signature of Principal: X 	Date: 7/14/10
The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.	

SECTION I: NEED

1. The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report. **Attachment L**

Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

Sub Group Academic Data Analysis

Grade: 7th		Percent of Sub-group meeting State Proficiency Standards							
Group	Reading			Writing			Math		
	Year1	Year2	Year3	Year1	Year2	Year3	Year1	Year2	Year3
Social Economic Status (SES)	61	73	78	17	36	N/A	63	75	78
Race/Ethnicity (African American)	49	71	61	65	54	N/A	47	60	61
Students with Disabilities	23	41	35	13	37	N/A	23	40	48
Limited English Proficient (LEP)	50	100	100	50	100	N/A	50	50	100
Homeless	33	100	100	33	100	N/A	33	100	0
Neglected & Delinquent	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Gender									
Male	64	73	79	64	66	N/A	67	76	78
Female	68	81	80	78	90	N/A	71	84	77
Aggregate Scores	66	77	80	70	78	N/A	68	80	77
State	72	80	82	77	78	N/A	73	83	82

Sub Group Academic Data Analysis

Grade: 8th

Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Writing			Math		
	Year1	Year2	Year3	Year1	Year2	Year3	Year1	Year2	Year3
Social Economic Status (SES)	70	53	73	48	55	N/A	61	72	53
Race/Ethnicity (African American)	63	46	63	33	45	N/A	52	57	35
Students with Disabilities	42	23	52	21	28	N/A	37	37	13
Limited English Proficient (LEP)	0	50	0	0	25	N/A	50	50	0
Homeless	100	67	50	0	33	N/A	0	100	50
Neglected & Delinquent	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Gender									
Male	63	52	73	47	49	N/A	64	67	60
Female	81	69	79	70	73	N/A	66	78	56
Aggregate Scores	72	60	76	58	60	N/A	65	72	58
State	77	76	83	70	74	N/A	72	75	70

Sub Group Non-Academic Analysis

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
7th Grade									
SES	183	83	100	27	311	7	0	22	77
Race/Ethnicity (African American)	46	21	25	8	91	0	0	7	27
Disabilities	38	27	11	8	75	1	0	6	24
LEP	2	1	1	0	2	0	0	0	1
Homeless	1	0	1	0	0	0	0	0	0
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Gender									
Male	126	53	73	23	94	4	0	19	56
Female	148	62	86	7	124	3	0	5	26
Totals	267								

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
8th Grade									
SES	203	110	93	45	435	10	2	27	88
Race/Ethnicity (African American)	48	27	21	24	140	3	3	12	37
Disabilities	52	32	20	23	75	4	0	12	30
LEP	1	0	1	0	0	0	0	0	0
Homeless	3	2	1	1	0	0	0	1	0
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Gender									
Male	145	74	71	41	352	7	1	24	64
Female	131	61	70	6	105	3	3	5	31
Totals	260								

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES	370	N/A	N/A		59	56
Race/Ethnicity	93	N/A	N/A		22	10
Disabilities	82	N/A	N/A		21	15
LEP	3	N/A	N/A		0	0
Homeless	4	N/A	N/A		1	1
Migrant	N/A	N/A	N/A		N/A	N/A
Gender						
Male	261	N/A	N/A		39	34
Female	266	N/A	N/A		37	37
Totals	527				76	71

Enrollment and Graduation Data – All Students

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	267	N/A	42	N/A	2	N/A	N/A
8	260	N/A	53	N/A	2	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.

School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

<input type="checkbox"/> General Funds <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Title I School Improvement (ISI)	<input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input checked="" type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input checked="" type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input checked="" type="checkbox"/> Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.			

SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

II.1 Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.

The Roseville Middle School staff has demonstrated their support of the School Improvement Grant in many ways. Almost the entire staff came to the initial meeting when Superintendent John Kment and other central administrators informed them about the status of Roseville Middle School and the availability of the grant. Over 20 staff members participated in School Improvement Grant meetings during the summer, collaborating with Macomb Intermediate School District consultants and administrators to determine areas of need and research which strategies and initiatives would make the greatest change in student achievement. They will come together once again once we get our application draft back with needed revisions. [Attachment B and Attachment J](#)

II.2 Explain the school's ability to support systemic change required by the model selected.

The district has demonstrated its commitment to the school improvement process in several ways, including the Board of Education (BOE) vote to adopt the transformation model and the appointment of Assistant Superintendent Mike LaFeve as the district SIG coordinator. Board of Education members have attended meetings in Lansing on the Lowest Performing Schools, Superintendent Discussion Groups with the public and Macomb Intermediate School District Board of Education meetings. They are also participating in the Ad Hoc committee meetings to monitor and oversee the transformation model at Roseville Middle School.

Mr. John Kment, Superintendent of Schools, has very clear expectations for the administrators and teachers in the district. He requires principals to submit monthly summaries that report on district and school improvement initiatives such as research-based best practices and the use of technology. Mr. Kment has shown his support of the transformation model in presentations at Board Meetings, Superintendent Discussion Group (stakeholder) meetings and school staff meetings. He also attended meetings regarding the Lowest Performing Schools in Lansing and a meeting on October 1, 2010 at the Roseville Community Schools Central Administration building with Mark Coscarella

from the Michigan Department of Education. Mr. Kment has indicated that Roseville Middle School will have the flexibility that it needs to focus on the transformation initiative. He has already given permission for flexibility in scheduling, PLC collaboration time, and additional expenditures.

The Principal, with the support of the Superintendent and Roseville Middle School staff members, will actively recruit teachers who can demonstrate their commitment to student success and their support of the RMS building philosophy.

Roseville Middle School has the ability to sustain the transformation model. A turnaround specialist was selected to lead this initiative that has the ability to motivate and work with the staff and make tough decisions when needed. Administration and staff will implement a three-tiered approach that will assess the academic needs of each student to determine which level of intervention is needed. Job-embedded professional development in a variety of areas will give the teachers at Roseville Middle School the tools they need to implement and sustain rapid student achievement. Once the teachers have been trained and put this professional development to use in the classroom, they will have the ability to diagnose and implement interventions to target students in each of the three tiers. In addition, teachers will be able to train new staff members in the future. Once the software and technology have been purchased, the only resources needed to sustain this initiative will be updates and maintenance.

II.3 Describe the school's academic achievement in reading and mathematics for the past three years as determined by the state's assessments (MEAP/MME/Mi-Access).

Group/Grade	Reading			Writing			Total ELA		
	Year1	Year2	Year3	Year1	Year2	Year3	Year1	Year2	Year3
7 th Grade	66	77	80	70	78	N/A	70	77	N/A
8 th Grade	72	60	76	58	60	N/A	70	6ri1	N/A

II.4 Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

Roseville Middle School has demonstrated their commitment to using data and scientifically based research to guide tiered instruction for all students in a variety of ways. Collaboration efforts involving staff, administration and Macomb Intermediate School District consultants resulted in the staff deciding to change their school improvement strategies to robust data-driven research-based initiatives, programs and assessment tools, including Benchmark Universal Screening, SuccessMaker, AIMSweb,

Data Director, Carnegie Learning, Cognitive Tutor Software, locally developed assessments and Progress Monitoring. These protocols will empower the staff to diagnose student needs in a timely fashion and adjust instruction and implement necessary interventions to make significant gains in achievement.

II.5 Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

The Roseville Community Schools district is committed to providing Roseville Middle School with the time and tools needed to sustain the transformation model initiatives. The Superintendent has indicated that Roseville Middle School will be able to prioritize professional development days normally designated for the entire district to target the school improvement needs as well as provide substitute teachers where needed. The turnaround specialist and staff will be provided with the flexibility and time needed for job-embedded professional development, data collection and analysis, collaboration, classroom observations and consultation with educational experts from Macomb Intermediate School District and other state approved external service providers.

The Roseville school district, along with Roseville Middle School, has agreed to regular collaboration time for the Roseville Middle School staff. The collaboration time is expected to be at least one day per month in which students would start later in the day and teachers would work on teaching strategies, data collection and analysis, professional development and department progress in the area of common tests, strategic initiatives across the curriculum and input into our data systems.

We are currently examining the possibility of bi-monthly collaboration days provided it does not decrease any student learning time. We believe that the greater amount of collaboration time will result in greater strides made by our students in the classroom and on state testing efforts.

II.6 Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

Many stakeholders from the Roseville Community Schools have come together in a collaborative effort to ensure the implementation of this grant. Initially, Board Members, Central Administrators, building administrators and staff met to discuss the implications of Roseville Middle School being identified as a persistently low-achieving school. Parents and consultants from the Macomb Intermediate School District were brought in to seek their input and a consensus was reached that determined that the transformation model was best suited to support and sustain rapid student achievement. The school improvement team met during the summer and consulted with Macomb Intermediate experts in English/Languages Arts and Math to determine which research-based initiatives

and state-approved external service providers would be most effective in supporting a three-tiered intervention model. The discussion included professional development, technology and software that would enable staff to collect data, analyze it in a timely fashion and determine which level of intervention is best suited for each individual student. A stakeholder committee that includes, board members, parents, community members, central administration and staff has been formed to oversee and monitor the implementation of the school improvement grant.

SECTION III: PROPOSED ACTIVITIES

III.1 Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.

The administrators and teachers at Roseville Middle School (RMS) will implement a data based decision-making process using a three-tiered model of instruction and/or intervention support to increase achievement for all students. **Attachment A.** We plan to provide job-embedded professional development. **Attachment H.** Technology and software will be purchased to diagnose student needs in a timely fashion. The utilization of data-based decision making process and research-based instructional practices and programs will ensure rapid and sustained improvement.

In order to increase achievement, teachers will administer assessments including Benchmark Universal Screening three times annually to identify students who are making adequate progress (Tier I), at risk (Tier II), or severely below grade level (Tier III). Diagnostic Assessments will be administered to students in Tier II and Tier III to identify intervention needs. Progress Monitoring will also be implemented for students in Tier II and Tier III and instructional adjustments will be made in the identified priority areas.

The RMS school improvement team will complete an intensive audit of resources for each of the big ideas for reading, to plan resource allocation for struggling students in all grade levels and to make decisions about purchases of research-based intervention materials to be used in the multi-tiered model support system. Departmental data meetings will be held periodically to analyze assessment data and make instructional adjustments in the identified priority areas of reading.

Teachers, administrators, and students will utilize technology in conducting AIMSweb assessments, locally developed/selected assessments, data-based decision-making and to deliver content. Teachers, administrators and students will utilize laptops for ongoing Tier I-III Activities, to include AIMSweb, Web Quests, Research Activities, and other activities for core classes.

Teachers will use the Close and Critical Reading Protocol aligned to the Common Core Standards to teach students how to answer the following questions when reading complex text:

Step 1: What does the text say? Or What is the content of the text?

Step 2: How does the text say it? Or What techniques of craft and structure does the author use in the text?

Step 3: What does the text mean? Or what is the theme/thesis of the text and how does the author's choice of content, structure, and craft combine to achieve his/her purpose—author's intent?

Step 4: What does the text mean to me?

Administrators and teachers will implement Read to Achieve and Spelling with Morphographs to students who place into Tier II. In addition, teachers will use *Corrective Reading* to promote reading accuracy (decoding), fluency, and comprehension skills of students who are reading below their grade level. The program has four levels that address students' decoding skills and six levels that address students' comprehension skills. All lessons in the program are sequenced and scripted.

Finally, Roseville Middle School will develop and implement a Literacy Program that will start in the summer of 2011 and continue into the school year. Teachers will provide extended instructional time and tutoring after school for all students.

The school improvement team is committed to ensuring that students become proficient in writing and writing fluency. Writing protocols on Comparison/Contrast and Cause/Effect will be selected from Data Director and administered in the Fall to establish baseline data. Students (that are identified in the gap statement) will make a marked increase in achievement on interim assessments. Monitoring will be done through an ongoing discussion of student work/ assessment results (formative and summative). In addition, ongoing meetings will be convened to monitor implementation and impact of the plan.

Administrators and teachers will also use a data-based decision-making process using a three-tiered model of instruction/intervention support for writing including Benchmark Universal Screening three times annually to identify students who are making adequate progress (Tier I), at risk (Tier II), or severely below grade level (Tier III). Diagnostic Assessments will be administered to students in Tier II and Tier III to identify intervention needs. Progress Monitoring will also be implemented for students in Tier II and Tier III and instructional adjustments will be made in the identified priority areas.

The Roseville Middle School administrators and teachers will include the development of the highest learners by expanding the Advanced Math and Foreign Language classes to accommodate the seventh and eighth grade student population.

The RMS school improvement team will complete an intensive audit of resources for each of the big ideas for writing to plan resource allocation for struggling students in all grade levels and to make decisions about purchases of research-based intervention materials to be used in the multi-tiered model support system. Departmental data meetings will be held periodically to analyze assessment data and make instructional adjustments in the identified priority areas of writing.

Administrators and staff will receive professional development for AIMSweb, administer the assessments school-wide and analyze the results.

Teachers will use the Close and Critical Reading Protocol aligned to the Common Core Standards to teach students how to write responses to the following questions after reading complex text:

Step 1: What does the text say or what is the content of the text?

Step 2: How does the text say it or what techniques of craft and structure does the author use in the text?

Step 3: What does the text mean or what is the theme/thesis of the text and how does the author's choice of content, structure, and craft combine to achieve his/her purpose and intent?

Step 4: What does the text mean to me?

Teachers in content areas using texts will teach students how to provide an appropriate written response to the text they are reading in the areas of: Summary/Restatement; analysis of the text structure, language, and perspective; analysis of the meaning of the text; and a reflection of what significance the text holds for the reader.

Teachers will provide prompt and appropriate scaffolding to help students improve their writing fluency. Students in all tiers will be participating in the writing tracker system.

Students engage in sustained writing for five minutes every day from a variety of sources: journals, personal narratives, reflection on what was read, etc. The goal is to improve their writing fluency so they record the type of writing and the number of words generated each day. Periodically these trackers are reviewed to determine what types of writing prompt was most productive and other valuable data.

The teacher provides students with the prompt and checks to be sure all students have paper and writing tools. The teacher sets a timer for five minutes. Students write uninterrupted for five minutes. When the timer indicates five minutes, the students immediately reread their writing and count the number of words generated.

Students record on the content area where they have written, the topic of the writing and the number of words on the writing tracker data sheet.

Students have an opportunity to write for fluency development every day. After the students have written for two or three weeks, they analyze their data, develop a line or bar chart, reflect on their progress (which content area renders the greatest number of words, the topic that produces the most words, etc.).

Administrators and teachers will receive professional development in and implement Reasoning and Writing to students who place into Tier II and Tier III. Reasoning and Writing uses a level system that combines instruction in writing with a strong skills orientation. From lesson to lesson, work on skills is integrated with writing. Students learn that spelling, punctuation, and grammar are essential to effective communication.

Attachment A

In order to increase math achievement for all students, administrators and teachers will implement a three-tiered, data-based decision-making process similar to that mentioned above. Administrators and curriculum specialists will utilize the AIMSweb software to collect school-wide data on Engagement, Alignment and Rigor. Small Learning Communities will meet to analyze assessment and AIMSweb data and make instructional adjustments in the identified priority areas and guide students into the appropriate intervention. Administrators and staff will receive professional development for Carnegie Learning, implement the assessments, and analyze the results. Teachers will use Cognitive Tutor Software and books during instruction and generate weekly reports to progress monitor students. Finally, after identifying Tier II and Tier III students and their misconceptions in Mathematics, teachers will provide explicit and systematic instruction, use manipulatives, concrete models, visual representation, and instruction on solving word problems during Math Attack classes.

Finally, Roseville Middle School will develop and implement a Math Program that will start in the summer of 2010 and continue into the school year. Teachers will provide extended instructional time and tutoring after school for all students.

Roseville Middle School teachers will formatively assess students using the TI Navigator System in all Mathematics classes. This includes Nspire Calculators, TI Navigator System and software, Smartboard screens with projector and software, and Calculator-based Data Collectors all of which will increase visualization and focus on the

different representations (graph, table, symbolic) as well as increased use of real-world applications. Using the Turning Technologies Response Card RF system, teachers will also be able to assess student's comprehension using real-time feedback. Turning Technologies' student response systems will help determine where students require more or less instruction, resulting in enhanced instruction and improved student performance. Students using this type of technology have demonstrated deeper understanding and greater abilities in drawing inferences, with the greatest gains made by low-achieving students.

Every other Wednesday, Roseville Middle School math teachers will meet with MISD mathematics consultants to review research and discuss and analyze instructional strategies (anticipating, questioning, interpreting, and responding). This will include observation of classroom instruction as well as videotaping and discussion of instruction using "I notice, I wonder" protocol.

Teachers will observe other math teachers' classrooms to record teacher strategies and student reactions during instruction. Collaboration with mathematics teachers will follow.

Teachers will review research and practice planning lessons that incorporate the strategies of anticipating, questioning, interpreting, and responding. Teachers and Math Coaches will use Differentiated Instruction aligned to the Common Core Standards to teach students Mathematics through the utilization of tiered lessons to target different ability levels. In addition, teachers will supplement daily instruction by reinforcing problem solving strategies and conceptual knowledge after school and during the summer. [Attachment H](#)

III.2 Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.

- a. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.

Using the methods of collecting data noted above (MEAP, Data Director, AimsWeb) staff members will use the RtI model that will provide ongoing assessments and analyze students in each sub-group and determine what tier of intervention or adjustment in instruction is needed for each student. We will then implement interventions that are specific, targeted, and designed to make and sustain rapid gains in student achievement. [Attachment A](#)

- b. Describe how the school will collect, analyze and share data -with internal and external stakeholders. Include how the school will ensure

that all administrators and teachers are able to access and monitor each student's progress and analyze the results.

Roseville Middle School will use several methods of collecting data including MEAP, MI-Access, Data Director, AIMSweb, SuccessMaker, Cognitive Tutor software and locally developed assessments to collect and analyze student achievement data. Job-embedded professional development in data collection programs such as Data Director, school improvement, and departmental data meetings will ensure that all teachers can access and interpret the results in a timely fashion.

Data will be shared with parents through PowerBook, parent/teacher conferences, progress reports and report cards. We will also include a student improvement section in the monthly newsletter to keep parents informed of the progress of our school improvement plan.

- c. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.

Roseville Middle School will assess student achievement and progress monitor students utilizing the methods and assessments mentioned above to measure each student's progress and adjust instruction and/or place students into the appropriate tier of intervention as needed. Some of the assessments and methods that will be used include the MEAP, NAEP, Cognitive Tutor, SuccessMaker and local assessments that are developed in or selected from Data Director.

- d. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsdc.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.

ROSEVILLE MIDDLE SCHOOL
PROFESSIONAL DEVELOPMENT PLAN

The Roseville Middle School professional development team will consist of the principal, other administration, staff, representative(s) from the stakeholder committee, community members/parents, and Macomb Intermediate School District consultants (as needed). This committee will review the school and district improvement goals and expectations for student achievement.

Professional Learning Communities will be formed to address the following topics: student achievement data, tiered-level interventions, stakeholder surveys and input, research-based professional development resources and school climate data, etc. The committees will report out relevant information to the school, district and community to help determine what additional professional development needs are present, what resources are required, and whether funding can be obtained. All professional development will be data-driven, research-based and will be coordinated with the district curriculum director.

The administrators and teachers at Roseville Middle School (RMS) will implement a data based decision-making process using a three-tiered model of instruction/intervention support to increase achievement for all students. We plan to provide job-embedded professional development, purchase technology and software to diagnose student needs in a timely fashion using a data-based decision making process, and utilize research-based instructional practices and programs to ensure rapid, sustained improvement.

In order to increase achievement, teachers will administer assessments including Benchmark Universal Screening three times annually to identify students who are making adequate progress (Tier I), at risk (Tier II), or severely below grade level (Tier III). Diagnostic Assessments will be administered to students in Tier II and Tier III to identify intervention needs. Progress Monitoring will also be implemented for students in Tier II and Tier III and instructional adjustments will be made in the identified priority areas.

The RMS school improvement team will complete an intensive audit of resources for each of the big ideas for reading, to plan resource allocation for struggling students in all grade levels and to make decisions about purchases of research-based intervention materials to be used in the multi-tiered model support system. In order to truly inculcate Professional Learning Communities into the culture of Roseville Middle School, teams will meet frequently to analyze assessment data and make instructional adjustments in the identified priority areas of reading.

Teachers, administrators, and students will utilize technology in conducting AIMSweb assessments, locally developed/selected assessments, and data based decision-making and to deliver content. Teachers, administrators and students will utilize computers, smartboards, graphing calculators, RF response cards, etc., for ongoing Tier I-III Activities, to include AIMSweb, Web Quests, Research Activities, and other activities for core classes.

Tools and Talk

Tools and Talk are data, reflective dialogue, and action for classrooms and school improvement. This training will help schools use protocols that ignite conversations among colleagues about classroom practices that lead to school improvement and greater student achievement. These conversations will center on change. The tools generate data that may serve as valuable benchmarks for school leadership teams' consideration and action.

Staff leaders will implement tools and strategies from **Tools and Talk** to support reflective conversations by teachers (educators) about their instructional practice.

Staff leaders will support reflection by teachers (educators) about their instructional practice through (the implementation of) **Tool and Talk** protocols and strategies.

Administrators and teachers will participate in a 2-day **Tools and Talk** professional development to provide administrators and teachers with a set of protocols and common language to support self reflection by teachers regarding their classroom practices.

Teachers/Administrators will examine protocols to gain and understanding of the quality instructional benchmarks listed.

Teachers will meet with administrator/coach sharing content gleaned from a classroom observation. Observer will use the classroom protocol data to conduct a dialogue exchange.

Murphy, M. (2009). *Tools and Talk: Data, Conversation, and Action for Classroom and School Improvement*. United States of America: National Staff Development Council

Teachers will use the Close and Critical Reading Protocol aligned to the Common Core Standards to teach students how to answer the following questions when reading complex text:

Step 1: What does the text say? Or What is the content of the text?

Step 2: How does the text say it? Or What techniques of craft and structure does the author use in the text?

Step 3: What does the text mean? Or What is the theme/thesis of the text and how does the author's choice of content, structure, and craft combine to achieve his/her purpose—author's intent?

Step 4: What does the text mean to me?

Administrators and teachers will implement Corrective Reading and Spelling with Morphographs to students who place into Tier II. In addition, teachers will use Corrective Reading to promote reading accuracy (decoding), fluency, and comprehension skills of students who are reading below their grade level. The program has four levels that address students' decoding skills and six levels that address students' comprehension skills. All lessons in the program are sequenced and scripted.

Finally, Roseville Middle School will develop and implement a Literacy Program for all students that will start in the summer of 2011 and continue into mid-October. Teachers will provide extended instructional time, lunch tutoring and after school tutoring for our students.

The school improvement team is committed to ensuring that students become proficient in writing and writing fluency. Writing protocols on Comparison/Contrast and Cause/Effect will be selected from Data Director and administered in the Fall to establish baseline data. Students (that are identified in the gap statement) will make a marked increase in achievement on interim assessments. Monitoring will be done through an ongoing discussion of student work/ assessment results (formative and summative). In addition, ongoing meetings will be convened to monitor implementation and impact of the plan.

Administrators and teachers will also use a data-based decision-making process using a three-tiered model of instruction/intervention support for writing including Benchmark Universal Screening three times annually to identify students who are making adequate progress (Tier I), at risk (Tier II), or severely below grade level (Tier III). Diagnostic Assessments will be administered to students in Tier II and Tier III to identify intervention needs. Progress Monitoring will also be implemented for students in Tier II and Tier III and instructional adjustments will be made in the identified priority areas.

The Roseville Middle School administrators and teachers will include the development of the highest learners by expanding the Advanced Math and Foreign Language classes to accommodate the seventh grade student population.

The RMS school improvement team will complete an intensive audit of resources for each of the big ideas for writing to plan resource allocation for struggling students in all grade levels and to make decisions about purchases of research-based intervention materials to be used in the multi-tiered model support system. Departmental data meetings will be held periodically to analyze assessment data and make instructional adjustments in the identified priority areas of writing.

Administrators and staff will receive professional development for AIMSweb, administer the assessments to the entire school and analyze the results.

Teachers will use the Close and Critical Reading Protocol aligned to the Common Core Standards to teach students how to write responses to the following questions after reading complex text:

Step 1: What does the text say or what is the content of the text?

Step 2: How does the text say it or what techniques of craft and structure does the author use in the text?

Step 3: What does the text mean or what is the theme/thesis of the text and how does the author's choice of content, structure, and craft combine to achieve his/her purpose and intent?

Step 4: What does the text mean to me?

Teachers in content areas using texts will teach students how to provide an appropriate written response to the text they are reading in the areas of: Summary/Restatement; analysis of the text structure, language, and perspective; analysis of the meaning of the text; and a reflection of what significance the text holds for the reader.

Teachers will provide prompt and appropriate scaffolding to help students improve their writing fluency. Students in all tiers will be participating in the writing tracker system.

Students engage in sustained writing for five minutes every day from a variety of sources: journals, personal narratives, reflection on what was read, etc. The goal is to improve their writing fluency so they record the type of writing and the number of words generated each day. Periodically these trackers are reviewed to

determine what types of writing prompt was most productive and other valuable data.

The teacher provides students with the prompt and checks to be sure all students have paper and writing tools. The teacher sets a timer for five minutes. Students write uninterrupted for five minutes. When the timer indicates five minutes, the students immediately reread their writing and count the number of words generated.

Students record on the content area where they have written, the topic of the writing and the number of words on the writing tracker data sheet.

Students have an opportunity to write for fluency development every day. After the students have written for two or three weeks, they analyze their data, develop a line or bar chart, reflect on their progress (which content area renders the greatest number of words, the topic that produces the most words, etc.).

Administrators and teachers will receive professional development in and implement Reasoning and Writing to students who place into Tier II and Tier III. Reasoning and Writing uses a level system that combines instruction in writing with a strong skills orientation. From lesson to lesson, work on skills is integrated with writing. Students learn that spelling, punctuation, and grammar are essential to effective communication.

In order to increase math achievement for all students, administrators and teachers will implement a three-tiered, data based decision-making process similar to that mentioned above. Administrators and curriculum specialists will utilize the AIMSweb software to collect school-wide data on Engagement, Alignment and Rigor. Small Learning Communities will meet to analyze assessment and AIMSweb data and make instructional adjustments in the identified priority areas and guide students into the appropriate intervention. Administrators and staff will receive professional development for Carnegie Learning, implement the assessments, and analyze the results. Teachers will use Cognitive Tutor Software and books during instruction and generate weekly reports to progress monitor students. Finally, after identifying Tier II and Tier III students and their misconceptions in Mathematics, teachers will provide explicit and systematic instruction, use manipulatives, concrete models, visual

representation, and instruction on solving word problems during Math Attack classes.

Finally, Roseville Middle School will develop and implement a Math Program that will start in the summer of 2011 and continue into the school year. Teachers will provide extended instructional time and tutoring after school for all students.

Roseville Middle School teachers will formatively assess students using the TI Navigator System in all Mathematics classes. This includes Ti- Nspire Calculators, TI Navigator System and software, Smart board screens with projector and software, and Calculator-based Data Collectors all of which will increase visualization and focus on the different representations (graph, table, symbolic) as well as increased use of real-world applications. Students using this type of technology have demonstrated deeper understanding and greater abilities in drawing inferences, with the greatest gains made by low-achieving students.

These and other technological tools will provide students with a better understanding of abstract mathematical and other challenging material. Research from Marzano and others conclusively states that a highly engaged classroom increases student achievement.

Every other Wednesday, Roseville Middle School math teachers will meet and collaborate with MISD mathematics consultants to review research and discuss and analyze instructional strategies (anticipating, questioning, interpreting, and responding). This will include observation of classroom instruction as well as videotaping and discussion of instruction using "I notice, I wonder" protocol.

Teachers will observe other math teachers' classrooms to record teacher strategies and student reactions during instruction. Collaboration with mathematics teachers will follow.

Teachers will review research and practice planning lessons that incorporate the strategies of anticipating, questioning, interpreting, and responding. Teachers and Math Coaches will use Differentiated Instruction aligned to the Common Core Standards to teach students Mathematics through the utilization of tiered lessons to target different ability levels. In addition, teachers will supplement daily instruction by reinforcing problem solving strategies and conceptual knowledge after school and during the summer.

III. 3 List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

Michael LaFeve, Assistant Superintendent – 10%

Mark Blaszkowski, Curriculum Director – 20%

David Rice, Principal - Roseville Middle School – 100%

Jason Bettin, Assistant Principal - Roseville Middle School – 100%

III.4 Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

David Rice, Roseville Middle School Principal, will coordinate and oversee the school improvement evaluation process including evaluation of staff, programs and initiatives. Michael Antoine, Director of Technology for the district, will coordinate school improvement technical assistance.

Section IV: Fiscal Information

Individual grant awards will range from not less than \$50,000 to not more than \$2,000,000 per school, with grants averaging around \$500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. <http://www2.ed.gov/programs/sif/applicant.html>

LEA Application Part III

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

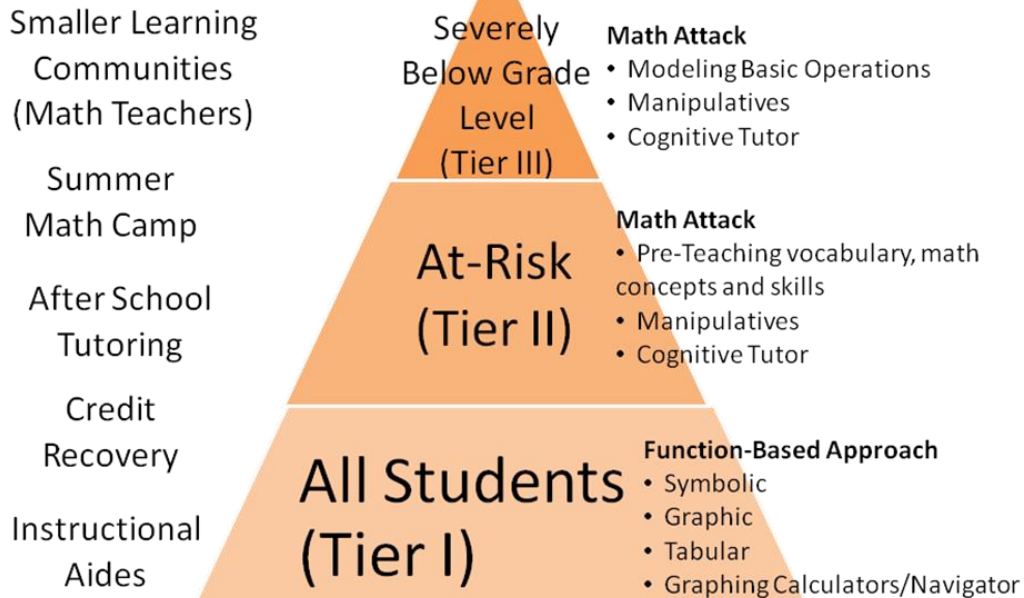
Policies/ Practices	In Place	Under Consideration	Not Needed
• Leadership councils Composition	X		
• Principal Authority/responsibility	X		
• Duties – teacher	X		
• Duties - principal	X		
• Tenure	X		
• Flexibility regarding professional development activities	X		
• Flexibility regarding our school schedule (day and year)		X	
• Waivers from district policies to try new approaches		X	
• Flexibility regarding staffing decisions	X		
• Flexibility on school funding		X	
Job-Embedded Professional Development			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content		X	
• Schedule	X		
• Length	X		
• Financing		X	
• Instructors		X	
• Evaluation		X	
• Mentoring	X		

Budgeting			
School funding allocations to major spending categories <ul style="list-style-type: none"> • School staff input on allocation 			
• Approval of allocation			
• Change of allocation midyear			
Major contracts for goods and services <ul style="list-style-type: none"> • Approval process streamlined 			
• Restrictions (e.g., amounts, vendors)			
• Legal clarifications			
• Process		X	
• Stipulations (e.g., targeted vs. unrestricted spending)			
• Timeline		X	
• Points of contact			
Auditing of school financial practices Process		X	
• Consequences			

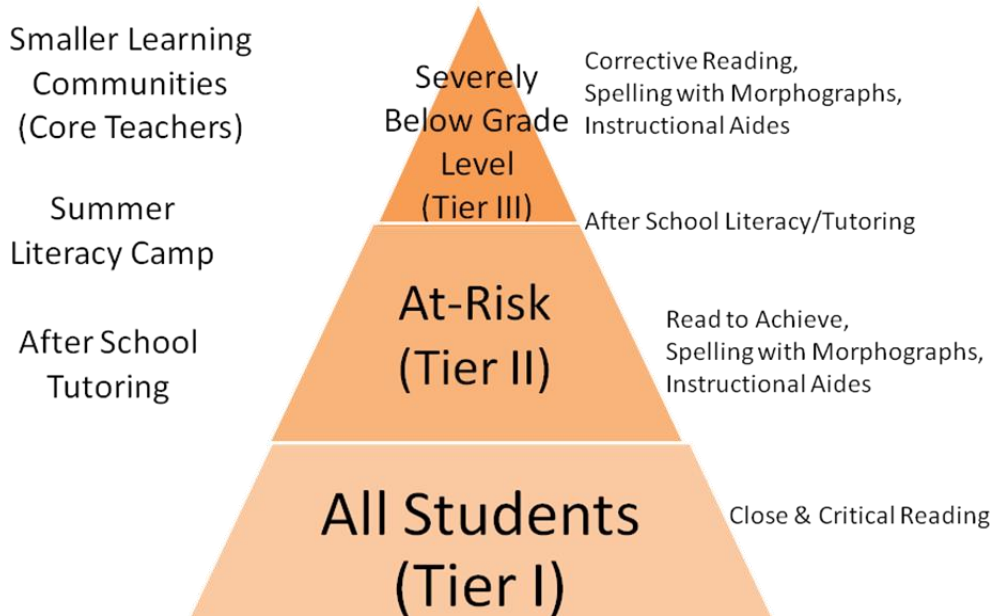
*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998

Attachment A

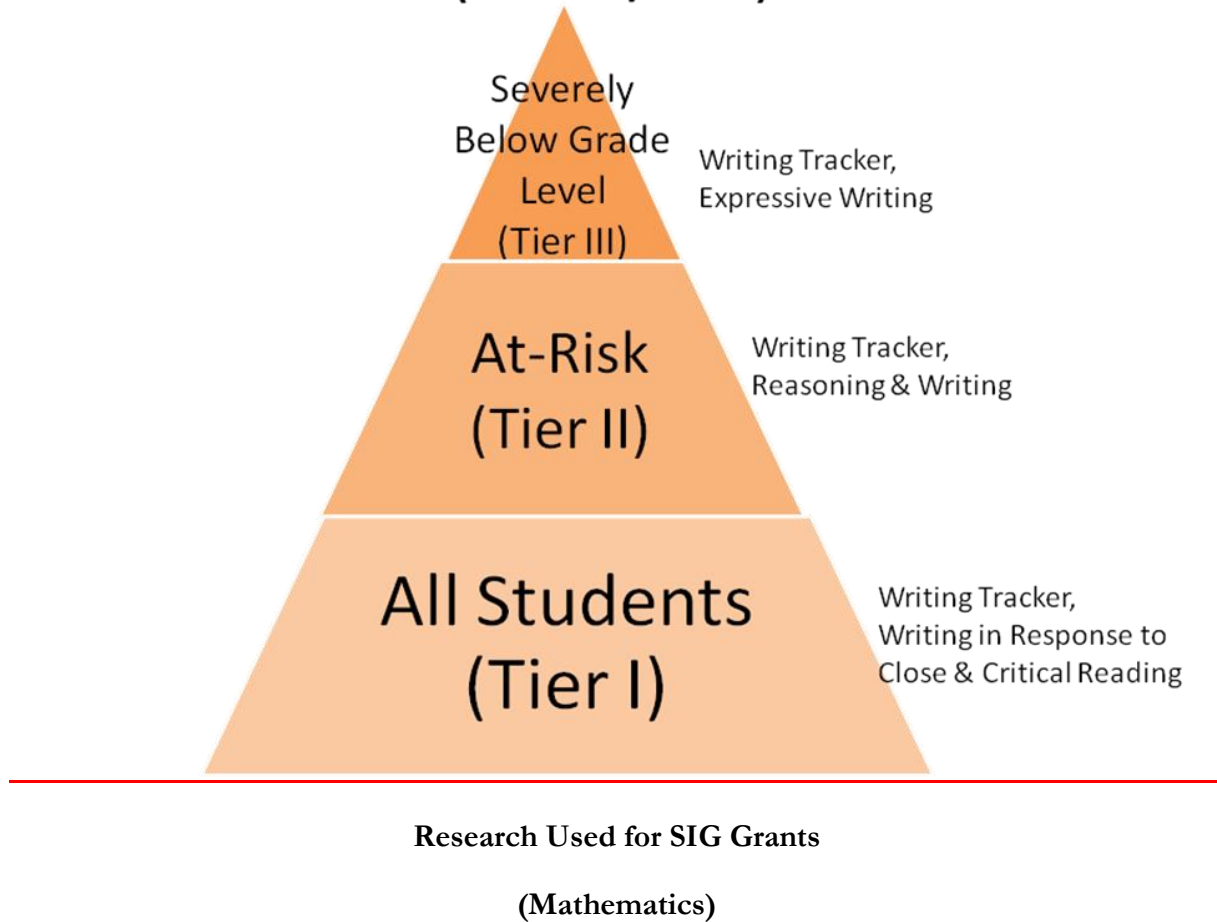
MATH - UNIVERSAL SCREENING (3 TIMES/YEAR)



READING - UNIVERSAL SCREENING (3 TIMES/YEAR)



WRITING - UNIVERSAL SCREENING (3 TIMES/YEAR)



****Data Driven Decision Making**

The **What Works Clearinghouse** standards and their relevance to **data-driven decision making** at the school level ...

ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf

****TI – Nspire and Navigator**

Research on TI-Nspire™ & Navigator Technology

Conclusion: Students using TI-Nspire handhelds have demonstrated deeper understanding and greater abilities in drawing inferences, with greatest gains by low-achieving students.

(O'Mahony, Baer et al.2008)

Conclusion: Appropriate use of TI-Nspire technology can facilitate use of shared resources for collaborative learning, high student engagement, and a novel, integrated format for instructional units. Beliefs, that the calculator is an aid to learning mathematics (not just an efficiency device).

(Aldon, Artugue et al. 2008)

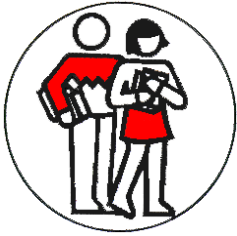
Conclusion: Classroom use of TI-Nspire™ and the TI-Nspire™ Navigator™ System can enhance student engagement, collaboration and learning.

(Center for Technology in Learning 2008) Research Note #13

****RTI Intervention Research**

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_math_pg_042109.pdf This document sites much research at the bottom of the pages. Even though it says elementary/ms much of it is applicable to hs

Attachment B



ROSEVILLE COMMUNITY SCHOOLS

Roseville, Michigan

MEETING SUMMARY

TO: *Roseville Middle School Staff*

FROM: Mr. Michael J. LaFevé, Assistant Superintendent

DATE: June 29, 2010

SUBJECT: **Minutes from Meeting on June 29, 2010**

PRESENT: Dawn Baranski, Mark Blaszkowski, Scott Bleasdale, Cathy Garant, Craig Goff, Theresa Jurkiewicz, Vivian Knapp, Mike LaFevé, Cynthia Larson, Sandra Moussiaux, Denise Parks, Dave Rice, Gary Scheff, Paul Schummer, Maryann Smith, Danielle Zimmerman

The day started off with a review of the minutes from the meeting of Thursday, June 24th as well as time for questions and answers.

The majority of the time was spent in committees working on filling in the School Improvement template for Math and Reading. There was a consensus on the agreement of the plan and then the work began on developing the plan. Work will continue with the ELA committee on Wednesday, June 30th. The Math committee will not be meeting on Wednesday, but will most probably meet on Thursday, July 1st.

Upcoming meeting dates are:

June 30 and July 1

July 7 & 8

All meetings will take place from 9:00 a.m. – 12:00 p.m. in the Roseville Middle School Media Center.

ML/dr

ROSEVILLE COMMUNITY SCHOOLS

Instruction Office 586-445-5508

MEMO TO: Paul Schummer, Principal – EMS
Dave Rice, Principal – RMS
Jason Bettin, Asst. Principal - RMS

FROM: Mike LaFeve, Assistant Superintendent for Instruction

DATE: January 21, 2011

SUBJECT: Minutes from School Improvement Meeting on Friday, September 24, 2010

1. The AIMSweb subscriptions are being purchased and the teacher training is being scheduled for November 1-2, 2010.
2. Additional literacy coaches have been provided by the MISD in MEAP preparation for Roseville and Eastland Middle Schools.
3. We will be meeting with Mark Coscarella on Friday, October 1, 2010, at 10:00 a.m., at the Ad. Bldg. It was suggested that Dr. Judy Pritchett (MISD), Becky Vasil (Human Resources), and Gary Scheff (RFT) also be invited to attend.
4. Donna Berg is creating a list of targeted students for the teaming hour teachers for both middle schools.
5. We agreed that the administrative team will provide coverage for all of the ELA and Math collaboration meetings in their own buildings. Mike LaFeve will help Paul with coverage at RMS.
6. We will meet on Monday, October 4, 2010, at 12:30, to debrief following our Meeting on October 1st with the MDE.
7. The first Board of Education Ad Hoc School Improvement Meeting will be October 18, 2010, at 3:15 p.m.
8. Much discussion occurred around the following topics:
 - a) Extended Learning Time – Possibilities included a 6 hour day, providing a seminar hour or lengthening the CORE classes while reducing the elective classes.
 - b) Collaboration Time – Both schools felt a late start (i.e., 90 minutes one or two days a month) as a compromise to subbing out or conducting after school meetings.
 - c) Scheduling Tier II and III Students – Options/examples were discussed. These options will be discussed at a later date.

Items for later discussion:

1. Revision and submission of SIG grant/plan.
2. AIMSweb student testing schedule – November 8-23, 2010.
3. Creating ways of scheduling Tier II and III students.
4. Purchase of Tier II and III reading materials.
5. Purchase of graphic calculators.
6. Chart outlining all activities in the grant.

Cc: Mr. John Kment, Superintendent
Ms. Becky Vasil, Deputy Superintendent
Ms. Lynn Hutchison, Asst. Superintendent
Mr. Mark Blaszkowski

ML/db

Attachment C
ROSEVILLE COMMUNITY SCHOOLS
Roseville, Michigan
BOARD OF EDUCATION
MINUTES OF SPECIAL MEETING
June 14, 2010

The Special Meeting of the Board of Education of the Roseville Community Schools, County of Macomb, Michigan, was held at the Roseville Administration Building on the fourteenth day of June, 2010.

PRESENT: Theresa Genest, Vice President
Greg Scott, Secretary
Alfredo Francesconi, Treasurer
Ruth Green, Trustee
Matt McCartney, Trustee
Brent White, Trustee

EXCUSED: Joseph G. Steenland, President

ADMINISTRATION PRESENT:

John R. Kment, Superintendent
Rebecca Vasil, Deputy Superintendent
Mike LaFeve, Assistant Superintendent
Lynn A. Hutchison, Assistant Superintendent of Business and Finance
Jon Steenland, Director of Buildings and Grounds
Doug Dinning, School Attorney

The meeting was called to order by Vice President Theresa Genest at 6:30 p.m.

I. PLEDGE OF ALLEGIANCE

Members of the Board of Education, the administration and the citizens arose and recited the Pledge of Allegiance.

II. APPROVAL OF MINUTES

Regular Meeting of June 7, 2010

Motion by Green, supported by Francesconi, to approve the minutes of the Regular Meeting as presented.

MOTION CARRIED UNANIMOUSLY (6-0).

III. PUBLIC HEARING

No one appeared at this time

IV. **DISCUSSION AND/OR ACTION ON MICHIGAN RENEWABLE SCHOOL GRANT FOR ENERGY**

Steenland teacher Jim Byrnes discussed a renewable energy grant awarded to the district.

Motion by Green supported by McCartney to approve and support the Renewable Energy Grant for Steenland Elementary.

MOTION CARRIED UNANIMOUSLY (6-0).

V. DISCUSSION AND/OR ACTION ON REQUEST TO AWARD BID (MASONRY WORK KAISER ELEMENTARY)

Motion by Francesconi, supported by White, to award the bid for Masonry Work at Kaiser Elementary to Efficient Design in the amount of \$42,908

Roll Call Vote: AYES – Genest, McCartney, Francesconi, Scott, Green, White

MOTION CARRIED UNANIMOUSLY (6-0).

Bond Coordinator Bob Eineichner also described two owner initiated change orders.

VI. DISCUSSION AND/OR ACTION TO WAIVE BID REQUIREMENT (BAND UNIFORMS)

Motion by White, supported by Francesconi, to waive the Board's bid limit in order to purchase used band uniforms.

Roll Call Vote: AYES – Genest, McCartney, Francesconi, Scott, Green, White

MOTION CARRIED UNANIMOUSLY (6-0).

VII. DISCUSSION AND/OR ACTION ON RESOLUTION CALLING PUBLIC HEARING ON PROPOSED BUDGET

Motion by Green, supported by Scott, to adopt a resolution calling for a public hearing on the proposed budget scheduled for June 28, 2010.

MOTION CARRIED UNANIMOUSLY (6-0).

VIII. DISCUSSION AND/OR ACTION ON ASSIGNMENT OF PRINCIPALS AND ADMINISTRATION FOR THE 2010/11 SCHOOL YEAR

Motion by Francesconi, supported by Green, to make the following administrative assignments: Paul Schummer, Principal EMS; [Dave Rice, Principal RMS](#); Andrea Glynn, Principal Steenland Elementary; Laurie Kinch, Principal Kaiser Elementary; and Jeanne Petersen, Interim Special Education Director. Administration will post the new vacancies of Assistant Principal at RMS and Assistant Principal/Athletic Director at RHS.

MOTION CARRIED (5-1) White Opposed

IX. DISCUSSION AND/OR ACTION ON THE LOCATION/ELIMINATION OF ALTERNATIVE SCHOOL PROGRAM

Motion by Francesconi, supported by Green, to support the Administrative recommendation regarding the Alternative School.

MOTION CARRIED (5-1) White Opposed

X. PUBLIC HEARING

Jody Saccoia – Alternative School

XI. POWERPOINT PRESENTATION FOR ROSEVILLE MIDDLE SCHOOL

Mike LaFeve explained how Roseville Middle school was placed on the failing schools list, which qualified them for a school improvement grant opportunity.

XI. DISCUSSION OF MISCELLANEOUS BOARD PACKET ITEMS

Board Members – Praise for Suzanne Thompson; Commencement Exercises; Parapro Jody Saccoia; Retirement Party.

XII. DISCUSSION AND/OR ACTION ON OTHER ITEMS

Kment – Resolution re: State Funds for Education; Residential Break-in by RMS students; stolen projector.

Kment – Request to extend tuition reimbursement program for teachers working toward special education certificates.

Motion by Francesconi, supported by McCartney to offer the Special Education tuition program to district teachers.

MOTION CARRIED UNANIMOUSLY (6-0).

XIII. CLOSED SESSION - NEGOTIATIONS

Motion by McCartney, supported by White, to go into Closed Session at 8:45 p.m..

Roll Call Vote – Green, Genest, Francesconi, Scott, White, McCartney

MOTION CARRIED UNANIMOUSLY (6-0).

Returned to Open Session at 9:10 p.m.

XIV. CONTRACT RATIFICATIONS

Motion by Francesconi, supported by Green, to ratify the collective bargaining agreement with the Roseville Principals Association.

MOTION CARRIED UNANIMOUSLY (6-0).

Motion by White, supported by Francesconi, to ratify the collective bargaining agreement with AFSCME Local 732.

MOTION CARRIED UNANIMOUSLY (6-0).

Motion by McCartney, supported by Green, to ratify the collective bargaining agreement with the Roseville Federation of Teachers.

MOTION CARRIED UNANIMOUSLY (6-0).

XV. ADJOURNMENT

There being no further business before the Board of Education, motion by Francesconi, supported by McCartney, to adjourn the meeting at 9:15 p.m.

MOTION CARRIED UNANIMOUSLY (6-0).

GREGORY W. SCOTT

SECRETARY
BOARD OF EDUCATION

GWS/et

Attachment D
Macomb County Walkthrough

Teacher:		Grade:		Course:	
Class Type:				Observer:	
Observation Date:		<input type="checkbox"/> First third <input type="checkbox"/> Middle third <input type="checkbox"/> Last third		Approximate number of students oriented to work <input type="checkbox"/> All/Most <input type="checkbox"/> About 3/4 th <input type="checkbox"/> About Half <input type="checkbox"/> About 1/4th <input type="checkbox"/> Few//None	
Observation Time:					
Stated Objective / Core Standard		Observed Objective / Core Standard		Congruence <input type="checkbox"/> Congruent <input type="checkbox"/> Partial <input type="checkbox"/> Non-congruent	
DOMINANT STUDENT ACTIVITY <i>(Mark one in first column. Mark all those observed in second column.)</i>				DOMINANT TEACHER ACTIVITY	
<input type="checkbox"/> Large group work <input type="checkbox"/> Small group work <input type="checkbox"/> Individual work <input type="checkbox"/> Other		<input type="checkbox"/> Warm Up/Review <input type="checkbox"/> Watching video <input type="checkbox"/> Using technology <input type="checkbox"/> Taking assessment <input type="checkbox"/> Lab / Activity		<input type="checkbox"/> Reading (see below) <input type="checkbox"/> Writing (see below) <input type="checkbox"/> Dialogue <input type="checkbox"/> Other	
POWERFUL INSTRUCTIONAL PRACTICES: <i>(Mark all noted)</i>					
<input type="checkbox"/> Connects prior learnings in relation to new <input type="checkbox"/> Provides relevant information and examples <input type="checkbox"/> Uses quality questioning techniques <input type="checkbox"/> Uses metacognition and modeling <input type="checkbox"/> Elicits active participation <input type="checkbox"/> Checks for understanding			<input type="checkbox"/> Provides guided practice with corrective feedback <input type="checkbox"/> Uses feedback that promotes learning <input type="checkbox"/> Compares, contrasts, classifies (student) <input type="checkbox"/> Has talk which is positive (learning environment) <input type="checkbox"/> Provides for differentiated learning <input type="checkbox"/> Provides opportunities for student inquiry		
Reading Analysis					
Types of Text Reading		Levels of Inquiry			
<input type="checkbox"/> Recreational (Fiction) <input type="checkbox"/> Textual (Non-Fiction) <input type="checkbox"/> Functional (Real World)		Initial/Basic <input type="checkbox"/> Special Detail <input type="checkbox"/> Action, Reason, Sequence		Interpretation <input type="checkbox"/> Inference <input type="checkbox"/> Extended Meaning	
				Analysis <input type="checkbox"/> Critical Anal. <input type="checkbox"/> Strategies	
Writing Analysis					
Modes of Discourse <input type="checkbox"/> Argument <input type="checkbox"/> Informational <input type="checkbox"/> Personal Narrative		Response to Content <input type="checkbox"/> Fill in the Blank <input type="checkbox"/> Workbooks <input type="checkbox"/> Constructed Response <input type="checkbox"/> Answer Questions <input type="checkbox"/> Quickwrite <input type="checkbox"/> Other		Personal Reflection <input type="checkbox"/> Journaling <input type="checkbox"/> Blogging <input type="checkbox"/> Quickwrite	

Other comments (if more space needed, use the back side of this sheet):

**Macomb County
Dashboards**

Student Growth Measurements

Elementary (Grades K-5/6)

MEAP Scale Scores (Grades 2-5/6)
MLPP (Grades K-3)
DIBELS (Grades K-3)
Common Assessment/Content Area (Grades K-5/6)
Standardized Test Results (Grades K-5/6)
Student Performance Project Based (Grades K-5/6)
<u>Special Education:</u> IEP Goals MI-Access Brigance Inventory Woodcock Johnson
Other

Secondary (Grades 6/7-8/9)

MEAP Scale Scores (Grades 6 & 7)
Department Common Assessments (Pre & Post) (Grades 6/7-8/9)
of Students Pass/Fail Rate (Grades 6/7-8/9)
Standardized Test Results (NWEA; Iowa) (Grades 6/7-8/9)
Student Performance Project Based (Grades K-6/7-8/9)
Explore/Plan (Grades 8/9/10)
<u>Special Education:</u> IEP Goals MI-Access Brigance Inventory Woodcock Johnson
Other

Secondary (Grades 9/10-12)

MME Scale Scores (Grades 9/10-11)
Department Common Assessments (Pre & Post) (Grades 9/10-12)
of Students - Credit Earned (Grades 9/10-12)
AP Test Scores (Grades 10-12)
Graduation Rates (Grades 9/10-12)
ACT Work Keys (Grades 9/10-11)
Student Performance Project Based (Grades 9/10-12)
Explore/Plan (Grades 9/10)
<u>Special Education:</u> IEP Goals MI-Access Brigance Inventory Woodcock Johnson
Other

Attachment E

Roseville Community Schools _____

Roseville, MI

TO: Michael LaFeve, Assistant Superintendent
FROM: Gary Scheff, Roseville Federation of Teachers, President *GS*
Rebecca Vasil, Deputy Superintendent *RV*
RE: Administrative Right of Assignment
DATE: October 11, 2010

The following sections of the 2010-2011 collective bargaining agreement between the Roseville Federation of Teachers and the Roseville Community Schools confirm the district's longstanding ability to involuntarily reassign teachers, without consideration of seniority. The placements can be made in response to a variety of circumstances, including: state or federal mandates; external accreditation standards; a showing of cause, etc.

- Article VII, Section 10 - If, as the result of state or federal mandates, a school within the district must undergo restructuring, administration reserves the right to reassign staff, with input from the union.
- Article VII, Section 1, A, 1 - Qualifications for elementary and secondary classroom positions shall be defined as a provisional, permanent or continuing elementary or secondary teaching certificate with endorsement (s) in the required subject area (s), and shall comply with state and federal mandates.
- Article VII, Section 3, f - Teachers assigned to the High School shall meet North Central Standards for the subject and/or grade assigned. Failure to meet such standards may result in a reassignment within the department (building/district); a transfer within the teacher's endorsed fields, or assignment to a 7th, 8th or 9th grade position.
- Article VII, Section 2, D - Involuntary reassignment by the Deputy Superintendent will be permitted to prevent the layoff of more senior teachers, to avoid the employment of new personnel during periods of reduction in force, or with a showing of cause. Administration will meet with a representative of the union prior to an involuntary reassignment.
- Article VII, Section 2, L - Whenever a teacher is transferred involuntarily, said teacher may request a showing of cause by the administration or Board of Education, whichever initiated such transfer. The teacher shall appeal in writing to the principal within ten (10) days after the effective date of the transfer if the teacher wishes to protest the transfer formally.

Questions about any aspect of this memo can be directed to Gary Scheff at (586) 445-5899 or Rebecca Vasil at (586) 445-5513.

Attachment F

Student Interventions, Professional Development and Technology Interventions at Roseville Middle School

<u>Activity</u>	<u>Activity will Support</u>	<u>Staffing/Materials/Supplies/Equipment needed to support Activity</u>	<u>Cost Estimate</u>	<u>Funding Source</u>	<u>Activity Provider</u>	<u>Timeline for Implementation</u>
Academic Room	Core Academics	1.0 FTE Instructional Aide	\$22,780	Section 31A	RMS staff	Year 1
Literacy coaches	Reading and writing comprehension in core classes	3 literacy coaches @ \$45/hour 2 times per week (12 hours per week) for 36 weeks	\$58,320	School Improvement Grant Years 1/2/3	Macomb ISD	Year 1
After School Tutoring	Extended Learning Time	Teaching staff @ \$22/hour	\$4,226.21	Section 31A Year 1/2/3	RMS Staff	Year 1
Summer Math Camp	Extended Learning Time	Carnegie Licenses, 6 Teachers	\$11,214.35	Section 31A/ MISD Year 1/2/3	RMS Staff	Year 1
Summer Literacy Improvement Camp	Extended Learning Time	Teachers, Transportation	\$6,000	Section 31A Year 1/2/3	RMS Staff	Year 1
Coaching Hour	At-risk students in general education classes	Staffing for a class period per day that every teacher serves as a coach in a core academic classroom in addition to their normal class load.	\$519,259.11	Section 31A Year 1/2/3	RMS staff through 31A funding	Year 1
ELA Attack classes	ELA Tier II and III students	Curriculum	\$84,630.24	Section 31A Year 1/2/3	RMS Staff	Year 1
Math Attack classes	Math Tier II and III students	Curriculum	\$134,973.58	Section 31A Year 1/2/3	RMS Staff	Year 1
Writing Tracker	Tier I students	Training	N/A	N/A	MISD	Year 1
Professional Learning Communities Collaborative Math Training	Math	Substitute teachers	\$2,782	Title II	Macomb ISD	Year 1
Adaptive Schools Model Training	Leadership Capacity of Staff	6 staff @ \$225 Substitutes @ \$100/day		Title II	Macomb ISD	Year 1
Professional Learning Communities Collaborative ELA Training	ELA	Substitute teachers	\$2,763	Title II	Macomb ISD	Year 1
Facilitators of School Improvement Training	School Improvement	Substitute teachers	\$1,675	Title II	Macomb ISD	Year 1
The Principal Series	Leadership Capacity	Support Program	\$75	Title II	Macomb ISD	Year 1
Reading Apprenticeship Training and Program	ELA Tier I students	Substitute teachers, consumables	\$1,600	District Funded Section 31A	Macomb ISD	Year 1/2/3
Corrective Reading Training and program	ELA Tier II and III students	Consumables, training	\$10,957.20	School Improvement Grant Year 1/2/3	McGraw-Hill	Year 1/2/3
Expressive Writing Training and program	ELA Tier II and III students	Consumables, training	\$2,353.50	School Improvement Grant Year 1/2/3	McGraw-Hill	Year 1/2/3
Read to Achieve Training and program	ELA Tier II and III students	Consumables, training	\$27,620.30	School Improvement Grant Year 1/2/3	McGraw-Hill	Year 1/2/3

Reasoning and Writing Training and program	ELA Tier II and III students	Consumables, training	\$14,951.40	School Improvement Grant Year 1/2/3	McGraw-Hill	Year 1/2/3
Spelling with Morphographs Training	ELA Tier II and III students	Consumables, training		School Improvement Grant Year 1/2/3	McGraw-Hill	Year 1/2/3
Math Instructional Aides	Math Tier II and III	1@	\$	Section 31A		Year 1/2/3
Ames Web Testing	Student achievement	Training, license fees 575 @ 5.00	\$7,375	School Budget	Pearson	Year 1
Data Director	Data-driven decision-making	Program and training	N/A	N/A	Macomb ISD	Year 1
Power School	Student Achievement and Parent Communication	Program and training	N/A	N/A	Macomb ISD	Year 1
SuccessMaker		40 licenses @ \$948/license	\$37,920	School Improvement Grant 1/2/3	Pearson	Year 1/2/3
Carnegie	Math Tier I students	150 licenses @ 42.50/license + \$30/student for workbooks	\$10,875	School Improvement Grant 1/2/3	Carnegie	Year 1/2/3
Creation of ELA/Math Designated computer lab	Tier I	40 desktop computers, 2 printers, 2 scanners, consumable computer materials (paper, ink, toner, etc)	\$16,500	Roseville Community Schools District Bond	Roseville Middle School	Year 1
TI-Nspire and Navigator software	Math Tier I, II, III students achievement	160 TI – Nspires and Navigator Training	\$25,000	RMS School Budget	Texas Instruments	Year 1/2
Interactive White Boards	Math Tier I, II, III support	5 Interactive White Boards, Software, teacher training	\$9,000	School Improvement Grant	SMART&SES	Year 1/2/3
ELMO Projectors	ELA, MATH Tier I	25 ELMO Projectors	\$14,725	School Improvement Grant	Aver Media	Year 1/2/3
Digital Projectors	Tier I	53 Ceiling Mounted Projectors (\$693/projector, \$169/ceiling mount + electrical costs)	\$45,686	School Improvement Grant	Hitachi	Year 1/2/3
96" Projector Screens	Tier I	53 Projector Screens (\$127/screen)	\$6731	School Improvement Grant	Draper Luma	Year 1/2/3

Attachment G

ROSEVILLE COMMUNITY SCHOOLS Roseville, Michigan BOARD OF EDUCATION

MINUTES OF REGULAR MEETING JULY 12, 2010

The Regular Meeting of the Board of Education of the Roseville Community Schools, County of Macomb, Michigan, was held at the Roseville Administration Building on the twelfth day of July 2010.

PRESENT: Theresa Genest, Vice President
Gregory Scott, Secretary
Alfredo Francesconi, Treasurer
Ruth Green, Trustee
Matthew McCartney, Trustee
Brent White, Trustee

EXCUSED: Joseph G. Steenland, President
Rebecca Vasil, Deputy Superintendent
Mike LaFeve, Assistant Superintendent

ADMINISTRATION PRESENT:
John R. Kment, Superintendent
Lynn A. Hutchison, Assistant Superintendent of Business and Finance
Jon Steenland, Director of Buildings and Grounds

OTHERS: Doug Dinning, School Attorney

The meeting was called to order by Vice President Theresa Genest at 7:00 p.m.

- I. PLEDGE OF ALLEGIANCE
Members of the Board of Education, the administration and the citizens arose and recited the Pledge of Allegiance.
- II. APPROVAL OF MINUTES
Special Meeting of June 28, 2010
Motion by White, supported by Green, to approve the minutes of the Special Meeting as presented.
MOTION CARRIED UNANIMOUSLY (6-0)
- III. COMMENTS FROM BOARD OF EDUCATION MEMBERS AND ADMINISTRATORS
Francesconi – study session on current legislation
White – study sessions
Genest – Roseville historical information
McCartney – attendance policy

IV. PUBLIC HEARING

No one appeared at this time.

V. PERSONNEL RECOMMENDATIONS

<u>NEW ASSIGNMENT</u>	<u>Assignment</u>	<u>Date</u>
Petersen, Jeanne	Interim –Spec.Ed./ Curriculum Assist. Administration Building	07/01/10
Mickens, Major	Assistant Principal/ Athletic Director Roseville High School	08/04/10
Bettin, Jason	Assistant Principal Roseville Middle School	08/18/10

RESIGNATION (FOR INFORMATION ONLY)

	<u>Assignment</u>	<u>Date</u>
Kardos, Kimberley	Secretary to Assist. Principal Roseville High School	06/24/10

Motion by Francesconi, supported by White, to approve the new assignments and resignations as submitted.

MOTION CARRIED UNANIMOUSLY (6-0).

VI. TOP SCHOLARS NAMED (ATTACHMENT)

All "A" Honor Roll: The Roseville Board of Education wishes to recognize and congratulate those students in grades 7-12 who earned a place on the third term report period all "A" Honor Roll. These students received all "A's" in the third term report card marking. A list of such students is attached.

"A" Average Honor Roll: We also honor students who have earned an "A Average" for this report period. The names of these students are attached.

Elementary Honor Roll: Each of our elementary schools publishes an honor roll. This honor roll is published in our elementary newsletters.

VII. DISCUSSION AND/OR ACTION ON REQUEST TO AWARD BID (Site Work Arbor Elementary)

Motion by Scott, supported by Green to award bid for site work at Arbor Elementary to Cortis Brothers Trucking and Excavating in the amount of \$67,400.
Roll Call Vote: AYES – Genest, Francesconi, Scott, Green, White, McCartney
MOTION CARRIED UNANIMOUSLY (6-0).

VIII. BOND UPDATE

Bob Eineichner discussed various bond projects, including – Administration Building renovations; received direction to review the sound system for the Roseville High School athletic field; install Dort Elementary curbing; and replace Roseville High School diving board.

IX. DISCUSSION AND/OR ACTION ON INTERVENTION MODEL FOR ROSEVILLE MIDDLE SCHOOL

Motion by Francesconi, supported by Green to follow the transformation intervention model for Roseville Middle School.

MOTION CARRIED UNANIMOUSLY (6-0).

X. DISCUSSION AND/OR ACTION ON BOARD MEMBERS FOR AN AD HOC COMMITTEE TO INSURE IMPLEMENTATION OF INTERVENTION MODEL FOR ROSEVILLE MIDDLE SCHOOL

Motion by Francesconi, supported by McCartney to designate Alfredo Francesconi, Brent White, and Greg Scott to sit on the Ad Hoc Committee, with Matthew McCartney as an alternate.

MOTION CARRIED UNANIMOUSLY (6-0)

XI. WARRANT LIST

The General Fund warrant list for the month ending June 30, 2010, is submitted for Board approval. The Business Office has checked all bills and recommends that payment be approved.

Motion by Green, supported by Francesconi, to approve the payment of all bills shown on the General Fund warrant list for the month ending June 30, 2010 as recommended.

Roll Call Vote: AYES –, White, Genest, Francesconi, Scott, Green, McCartney
MOTION CARRIED UNANIMOUSLY (6-0).

XII. FUTURE BOARD OF EDUCATION MEETINGS

Monday, July 19, 2010 (Regular) – Administration Building, 7:00 p.m.

Monday, August 2, 2010 (Regular) – Administration Building, 7:00 p.m.

Monday, August 9, 2010 (Special) – Administration Building, 6:30 p.m.

Monday, August 16, 2010 (Regular) – Administration Building, 7:00 p.m.

Monday, September 13, 2010 (Regular) – Administration Building, 7:00 p.m.

XIII. PUBLIC HEARING

Tina Toureau – Question about secondary bussing and middle school enrollment.

XIV. COMMENTS FROM BOARD OF EDUCATION MEMBERS AND SUPERINTENDENT

All – Congratulations on new Administrative appointments

Kment – Congratulations to Gary Scheff, new president of RFT.

XV. COMMENTS FROM CENTRAL ADMINISTRATION

Jon Steenland – maintenance of flags; relocation of surveillance cameras.
Doug Dinning – Thank you for contract renewal.

XVI. CLOSED SESSION – NEGOTIATIONS

Motion by Scott, supported by Francesconi for the Board to go into closed session at 7:57 p.m.

Roll Call – Ayes – Scott, Francesconi, Genest, Green, McCartney, White

MOTION CARRIED UNANIMOUSLY (6-0)

Returned to open session at 8:14 p.m.

XVII. CONTRACT RATIFICATIONS

Motion by Green, supported by Francesconi to approve the tentative agreement with Teamsters Local 214, Administration Clerical.

MOTION CARRIED UNANIMOUSLY (6-0)

XVIII. ADJOURNMENT

There being no further business before the Board of Education, motion by Scott, supported by McCartney, to adjourn the meeting at 8:18 p.m.

MOTION CARRIED UNANIMOUSLY (6-0).

GREGORY W. SCOTT
SECRETARY
BOARD OF EDUCATION

GWS/et

Attachment H

Professional Development Timeline

On the pages that follow of this Attachment we have outlined our three-year professional development goals. In doing so, we have targeted all of our core academic areas, as well as all committees involved in our school improvement programs and initiatives.

Professional Development Timeline 2011 – 2012 Academic Calendar				
	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
September	<ul style="list-style-type: none"> ➤ Close and Critical Reading Training ➤ Corrective Reading Training ➤ Expressive Writing Training ➤ Spelling with Morphographs Training ➤ Reading Apprenticeship Training ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches ➤ SuccessMaker Training 	<ul style="list-style-type: none"> ➤ Carnegie Training ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches ➤ Writing Tracker Training 	<ul style="list-style-type: none"> ➤ Co-teaching: Principles Practices and Pragmatics ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ Tools and Talk Professional Development Workshops
October	<ul style="list-style-type: none"> ➤ Read to Achieve Training, Professional Learning Communities Workshops, Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ TI-Nspire and Navigator Training, Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ Data Director Training
November	<ul style="list-style-type: none"> ➤ Reading Apprenticeship Training, Thinking Maps, Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Ames Web Training ➤ Facilitators of School Improvement ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Staff PD day ➤ Weekly Staff Update Meetings ➤ PLA Principal Meetings
December	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops, Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Staff PD Day ➤ Reading Apprenticeship Training ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ PLA Principal Meetings

Professional Development Timeline 2011 – 2012 Academic Calendar				
	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
January	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches ➤ Reading Apprenticeship Training 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Staff PD Day ➤ Weekly Staff Update Meetings ➤ Data Director Training ➤ PLA Principal Meetings
February	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops, Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ PLA Principal Meetings ➤ Tools and Talk Professional Development Workshops
March	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops, Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Staff PD Day ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ AdvancedED/NCA Conference ➤ PLA Principal Meetings
April	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops, Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ PLA Principal Meetings
May	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops, Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement, Principal Series, Assistant Principal Series, Weekly Staff Update Meetings
June				
July				
August	<ul style="list-style-type: none"> ➤ New Staff SuccessMaker Training 	<ul style="list-style-type: none"> ➤ New Staff Carnegie Training 		<ul style="list-style-type: none"> ➤ Staff PD Days

Professional Development Timeline 2012 – 2013 Academic Calendar				
	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
September	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ Data Director Training
October	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ Data Director Training
November	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
December	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
January	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings

Professional Development Timeline 2012 – 2013 Academic Calendar				
	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
February	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meeting
March	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
April	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
May	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
June				
July				
August	➤ New Staff SuccessMaker Training	➤ New Staff Carnegie Training		➤ Staff PD Days ➤ AIMSweb training for new staff

Professional Development Timeline 2013 – 2014 Academic Calendar				
	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
September	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ Data Director Training
October	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ Data Director Training
November	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
December	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
January	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings

Professional Development Timeline 2013 – 2014 Academic Calendar

	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
February	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
March	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
April	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
May	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
June				
July				
August	➤ New Staff SuccessMaker Training	➤ New Staff Carnegie Training		➤ Staff PD Days ➤ AIMSweb training for new staff

Attachment I

Parent Sign-In and Minutes

Page 1

RMS Parent Club Minutes

September 14th, 2010

- Parent club meetings will be held the first Tuesday of each month, September thru June
- Open house will be Sept. 21 6:30-8 pm. Someone will be at a parent club table to sign-up volunteers.
- 2010-11 Officers
 - President: Pam Cahmberlain
 - Vice President: Tom Kwientniewski
 - Treasurer: Renee Kwientniewski
 - Secretary: Kristina Sova
- Failing Schools Explained

RMS labeled as failing school because of a dip in the current 10th grader's math scores. State of Michigan passed new laws so districts could receive federal Race to the Top funding. RCS did not receive any Race to the Top funding. RCS is resubmitting the Race to the Top grant by November to try again. RMS must show improvement in MEAP scores to be removed from failing school list.

- MEAP

Mr. Rice is planning to use incentives such as free extravaganza ticket to encourage students to improve their MEAP scores. The state wants a 100 point gain each year from each student. Also acquired AIMES web test to determine what level students are functioning at in reading, math, and writing. Test results will show if a student needs to be placed in an attack support class. Students will be taken out of electives and placed in attack support classes if necessary.

- Dances

Dances will be renamed "extravaganzas". We hope to have 3-4 this year. They will be from 3-5 and cost approx. \$2.00. they will include a room for dancing, a place to buy refreshments, a place to participate in team sports, and a room to enjoy table games. Students can be barred from the extravaganzas for not attaining appropriate grades, having good attendance records, and not demonstrating good self control. The 8th grade formal will no longer take place.

- Lunch

We have switched to a new self serve lunch. The first few days of school the lunch was running behind, however that has now been addressed.

- Construction

The school will be under bond improvement construction for the next 3 years.

- Fundraiser Ideas

Poker night , would receive 50% profit. RMS parents would not have to sell goods; parents would be needed to be in attendance for handing out chips and the last person at the end of the night would be responsible for taking the money. Would be a weekend (Friday, Saturday, Sunday) event.

Bingo night once a week for 52 weeks. We would be responsible for purchasing cards, and renting computers (approx. 6,000 month). We would get a cut of alcohol sales as well as bingo money.

- Bowling Club

For 32 years RCS parents have gotten together to bowl on Wednesday mornings at Rose Bowl lanes. The money taken in is donated to the schools. Anyone interested in joining should call Cheryl at 586-202-9556.

- Academic Room

The purpose of the academic room is to keep students from falling so far behind in their school work that they then become a behavior problem in class. Teachers may send students to room when they have accumulated 2 or more missing assignments in a 5 day period. After the 3rd time a student is sent to the room, they will be referred to the principal's office.

- 3 for Me Program

Designed to get parents involved, by asking them to commit 3 hours of their time per school year to volunteer.

Motion made by Tom Kwientniewski to end meeting. Ann Martin second. Meeting Adjourned at 9:02.

R.M.S. PARENT CLUB MEETING AGENDA

DATE: 10/05/2010

- A) CALL MEETING TO ORDER**
- B) APPROVAL OF SECRETARY MINUTES:**
- C) TREASURER REPORT:**
- D) MEMBERS AT LARGE OR COMMITTEE GROUPS REPORT:**
- E) OLD BUSINESS:**
 - 1) ELECTION OF OFFICERS**
 - 2) OPEN HOUSE**
 - 3)**
- F) NEW BUSINESS:**
 - 1) CONFERENCES**
 - A) BAKE SALE**
 - B) BOOK FAIR —**
 - 2) REPRESENTATIVES**
 - A) MARKETING MEETING**
 - B) SUPERINTENDENT MEETING**
 - C) SCHOLARSHIP MEETING**
 - D) FUNDRAISING**
 - 3) LIBRARY TRAINING/VOLUNTEERS**
 - 4)**
- G) PRINCIPAL REPORT:**
- H) ADJOURNMENT**

NEXT MEETING: NOV 9TH, 2010 7PM MEDIA CENTER

Parent Club Sign in 10-5-16

Tammy DuBoise #dubose@wowway.com
David & Kristin Maze Kdmazel@netzero.net
BARB BIRCHALL peaceandquiet44@hotmail.com
Traci Lamothe trtlamothe2007@yahoo.com
Joy Chynacki joypascho@aol.com
Pam Chamberlain PCHAMBERLAIN@COMCAST.NET
Brandy Methrig bfarnam116193mi@comcast.net
Becky Badalamenti cbbadalamenti@yahoo.com
Greg & Sharon Paruszkiewicz @joker8080@wowway.com
Kristina Sova Peakaw@hotmaul.com
Tom Kwietniewski TKWIETNIEWSKI@wowway.com
Renee Kwietniewski rkwietniewski@wowway.com

11-9-16

Sign In Parent Club

PAMELA CHAMBERLAIN

PCHAMBERLAIN@COMCAST.NET

Renee Kwietniewski

rkwietniewski@wowway.com

Brandy Methrie

bfarnam116193mi@comcast.net

Tamara Kwietniewski

TKwietniewski@wowway.com

Bobbie Healy

Katybugs4321@yahoo.com

Becky Badalamenti

CBadalamenti@yahoo.com

Patricia Dabbs

Kristina Scott

Peakaw@netmail.com

Tammy Rubose

telubose@wowway.com

Jenny Goodger

jennifergoodger@yahoo.com

Christene Goodger

christenegoodger@yahoo.com

Lisa Grimshaw

lgrimshaw@comcast.net

Attachment J

Staff Meeting Minutes September 15, 2010

All staff members present signed the Transformation Agreement.

Tornado Drills

- Signs should be up in all classrooms. If you do not have one, we will provide one before the first drill.

Best Practices

- Mr. Bettin thanked all staff members for “best practices” already submitted. Please keep them coming.

Academic Room will open Monday, September 20, 2010, in Room 124.

- Send students down with incomplete homework that is no more than 5 days old.
- Call/email the parent letting them know their student was sent to the Academic Room.
- This is an opportunity to bring up their grade – it is not to be used as discipline.
- Mr. Bettin will get involved if the same student is sent from the same class three times.
- We may make changes to the Academic Room throughout the year. If you have any suggestions, please send them to Jason.
- We will make sure there is a computer available for any student that needs one to complete their homework assignments.
- Use of the Academic Room is not a requirement. Use at your discretion.

Top/Bottom Ranking List

- Roseville Middle School is #3 on the list.
- All staff members are at risk.
- Staff changes will be made.
- 8th Grade MEAP scores must increase.
- ELA/Math training will be provided.
- ELA teachers will meet to create basic fundamental practices and activities.
- Focus needs to be on math and reading/writing.
- We will duplicate some MEAP preparation materials for staff.
- We will not be using canned lessons. We will be pulling the best pieces of each lesson.
- We will put a system in place for a quick 5-minute activity for each class, including social studies and electives. We will not be doing an activity every hour, every day.

Silent Reading

- Teachers are at their desks, while some students have their heads down/are sleeping. This cannot happen! Teachers should be walking the aisles, being seen, keeping students alert.

Grant

- The grant application needs to be changed. This will take a backseat to MEAP right now.

Updates

- We will be having regular weekly update meetings. They will take place on Wednesdays at 7 a.m. and 3 p.m. The meetings are voluntary and will last approximately 30 minutes. The same material will be covered at both meetings.

Staff Meeting Minutes

September 30, 2010

1. Coaches
 - a. Changes have been made to Coaching Schedule.
 - b. Coaches will be utilized to reach MEAP Level 3 or 4 students.
 - c. Coaches in co-taught classes = 3 adults; those coaches will be moved.
 - d. Goddeeris will be given coaches.
2. There is not enough student interaction in classrooms. Students need to be engaged. Jason and Dave will offer guidance.
3. Literacy Coaches
 - a. Use activities in any classes.
 - b. You choose a variety.
 - c. Coaches should be modeling first. Issues or concerns – See Dave.
4. MEAP rosters will be available Monday. Everything will be provided for you in an organized fashion. Only one proctor per class, due to smaller staff. No snacks and/or candy.
 - a. Meeting with state representative, Mike LaFeve, John Kment, Dave Rice, Jason Bettin and G.S.
 - b. Committees should be ready for a short meeting. Data Committee may be involved.
5. Extravaganza, October 28, 2010
 - a. Volunteers needed.
 - b. \$2 entrance fee/ \$1 pizza / .50 pop
 - c. Promote it, make it fun
 - d. Videotape it
 - e. Fall Pep Assembly in the works
6. Real fight today – handled well by staff involved.
7. Cheryl Yuschak did presentation on Data Director Scanner. She did a great job and the opportunity for another \$1000 mini-grant.
8. Lunch detentions – Teachers should not assign. Teachers should assign after-school detentions only.
 - a. If students do not serve after being doubled, send them to Jason.
9. Using the restroom – We cannot tell students “No.” Unless they are a chronic offender, or bell just rang, then you can make them wait until an appropriate time in class. Frequent fliers should be sent to Dave or Jason and you should contact a parent.
10. Time-Out
 - a. After 4th time students are being suspended. Please be sure it is really worth a time-out, or can it be handled differently in class?
11. Tardy Sweep Today
 - a. Over 20 will not be allowed to attend extracurricular activities for the remainder of the trimester.
 - b. Don't request playlists from coaches – they are being handled in the office.
12. MEAP
 - a. School-wide incentives are being put in place.
 - b. Union will pay for ½ of the incentive costs.
 - c. Incompletes will be taken to the library to finish their tests.
13. PowerSchool
 - a. Parents should have access by mid-November.

We, the staff of Roseville Middle School, have reviewed and agreed to the Transformation model.

NAME	SIGNATURE
BAKER, BRENDA	Brenda Baker
BARANSKI, DAWN	Dawn Baranski
BATZ, TREESA	Treesa Batz
BLEASDALE, SCOTT	Scott Bleasdale
BOUCHER, LISA	Lisa Boucher
BOWERSOCK, MIGDALIA	M Bowersock
CHAMPINE, KATHY	Kathleen Champine
CHMIELEWSKI, ED	Ed Chmielewski
CONA, MARY JO	MJ Cona
CRANE, TRACY	Tracy Crane
FERGUSON, SUE	RHS
FLAHERTY, BILL	Bill Flaherty
GARANT, CATHY	Cathy Garant
GLUSHYN, KIM	Kimberly Glushyn
GODDEERIS, JANELLE	Janelle Goddeeris
GOFF, CRAIG	Craig Goff
GOWEN, GARY	Gary Gowen
GRAY, CHERYL	Cheryl L. Gray
GROMMONS, JON	RHS
GUBIN, KIRSTIN	SPEECH
JURKIEWICZ, THERESA	Theresa Jurkiewicz
KAMMAN, JESSICA	Jessica Kamman
KNAPP, VIVIAN	Vivian Knapp
LA ROSA, MICHEL	Michel La Rosa
LACY, JASON	Jason Lacy
LAMONTAGNE, MATT	Matt Lamontagne
LARSON, CINDY	Cindy Larson
LLOYD, LAWRENCE	Lawrence Lloyd
MISHARK, BILL	CUSTODIAN
MOUSSIAUX, SANDY	S. Mousiaux
NIELSEN, CHERYL	Cheryl Nielsen
PARKS, DENISE	Denise Parks
PARSONS, SCOTT	Scott Parsons
PIPER, CLIFF	C. Piper
POPOVSKI, DEBBIE	Debbie Popovski
REGNIER, JEANNE	Jeanne Regnier
RIPARI, JESSIE	Jessie Ripari

ROSE, JENNIFER	Jennifer M Rose
SCHNEIDER, SUE	Susan Z Schneider
SCHWEIHOFFER, AL	Al Schwehofer
SEGGIE, VICKI	CUSTODIAL
SMAGGHE, STEVE	CUSTODIAL
SMITH, MARYANN	Maryann Smith
SPUHLER, JASON	CUSTODIAL
VOGEL, MARILYN	Marilyn Vogel
YUSCHAK, CHERYL	Cheryl Yuschak
ZIMMERMAN, DANIELLE	Danielle Zimmerman

Attachment K
ROSEVILLE COMMUNITY SCHOOLS
Roseville, Michigan
BOARD OF EDUCATION
MINUTES OF SPECIAL MEETING
AUGUST 9, 2010

The Special Meeting of the Board of Education of the Roseville Community Schools, County of Macomb, Michigan, was held at the Roseville Administration Building on the ninth day of August, 2010.

PRESENT: Theresa Genest, Vice President
Greg Scott, Secretary
Alfredo Francesconi, Treasurer
Ruth Green, Trustee
Matt McCartney, Trustee
Brent White, Trustee (**Arrived at 7:00 p.m.**)

ADMINISTRATION PRESENT:
John R. Kment, Superintendent
Rebecca Vasil, Deputy Superintendent
Mike LaFeve, Assistant Superintendent
Lynn A. Hutchison, Assistant Superintendent of Business and Finance
Jon Steenland, Director of Buildings and Grounds

EXCUSED: Joseph G. Steenland, President

OTHERS: Doug Dinning, School Attorney

The meeting was called to order by Vice President Theresa Genest at 6:30 p.m.

I. PLEDGE OF ALLEGIANCE

Members of the Board of Education, the administration and the citizens arose and recited the Pledge of Allegiance.

II. APPROVAL OF MINUTES

Regular Meeting of August 2, 2010

Motion by Scott, supported by McCartney, to approve the minutes of the Regular Meeting as presented.

MOTION CARRIED UNANIMOUSLY (5-0).

III. PUBLIC HEARING

No one appeared.

**IV. PERSONNEL RECOMMENDATIONS
NEW APPOINTMENTS ASSIGNMENT**

DATE

Kolesky, Laura

Administrative Assistant
Curriculum Office

08/16/10

Hurt, Tammy	Administrative Assistant Special Education Office	08/10/10
Truax, Erin	Administrative Assistant Personnel Office	08/16/10
Cook, Nancy	Administrative Assistant Payroll Office (2 days)	08/16/10
LaForest, Tammy	Secretary to Assistant Principal Roseville High School	08/19/10
Clouse, Betty	Counselor Clerk Roseville Middle School	08/30/10
Crane, Tracy	Secretary Roseville Middle School	08/19/10

PERSONNEL RECOMMENDATIONS (CONTINUED)

<u>NEW APPOINTMENTS</u>	<u>ASSIGNMENT</u>	<u>DATE</u>
Boucher, Lisa	Attendance Clerk Roseville Middle School	08/30/10
Batz, Treesa	Control Clerk Roseville Middle/Roseville Middle	08/30/10

RECALLED FROM LAYOFF

	<u>ASSIGNMENT</u>	<u>DATE</u>
Gabriel, Kevin	Social Studies Teacher Roseville High School	09/01/10
McWherter, Michael	Social Studies Teacher Roseville High School	09/01/10

Motion by Francesconi, supported by Scott, to accept the new appointments and recalls as presented.

MOTION CARRIED UNANIMOUSLY (5-0).

V. TUITION STUDENT REQUEST

<u>Student</u>	<u>School</u>	<u>Grade</u>
Coleman, Kelsey	Roseville High School	12
Williams, Mariah	Roseville High School	12
Williams, Marqaelah	Roseville High School	12

Motion by Scott, supported by Green to accept the tuition students as presented.

MOTION CARRIED UNANIMOUSLY (5-0).

VI. BOND UPDATE

Bob Eineichner provided the site work schedule at Fountain Elementary, and correspondence regarding the roof leak at Kaiser Elementary.

VII. DISCUSSION OF CHANGE ORDERS AT KMENT, STEENLAND, AND HURON PARK ELEMENTARY

Bob Eineichner explained the need for change orders at Kment, Steenland, and Huron Park.

VIII. DISCUSSION AND/OR ACTION ON THE SCRAPPING OF BUS #184

Motion by Scott supported by McCartney to authorize the scrapping of bus #184
MOTION CARRIED UNANIMOUSLY (5-0).

IX. DISCUSSION AND/OR ACTION ON RACE TO THE TOP, SCHOOL REFORM, AND SCHOOL IMPROVEMENT GRANT (SIG)

John Kment and Mike LaFeve discussed Race to the top, school reform, and the school improvement grant (SIG) and the implication for Roseville Middle School.

X. PUBLIC HEARING

No one appeared.

XI. DISCUSSION OF MISCELLANEOUS BOARD PACKET ITEMS

XII. DISCUSSION AND/OR ACTION ON OTHER ITEMS

Board Members – Congratulations to new appointments; Thank you to Mike LaFeve for the information regarding the School Improvement Grant.

Jon Steenland – Alumni break in

Doug Dinning – Land Contract offer received on Guest Estates Lot #4

Mike LaFeve – Praise for Roseville Middle School staff and their response to the School Improvement Grant.

Kment – Congratulations to new appointments and recalls; good wishes to Joe Steenland.

XIII. ADJOURNMENT

There being no further business before the Board of Education, motion by Green, supported by Scott, to adjourn the meeting at 8:13 p.m.

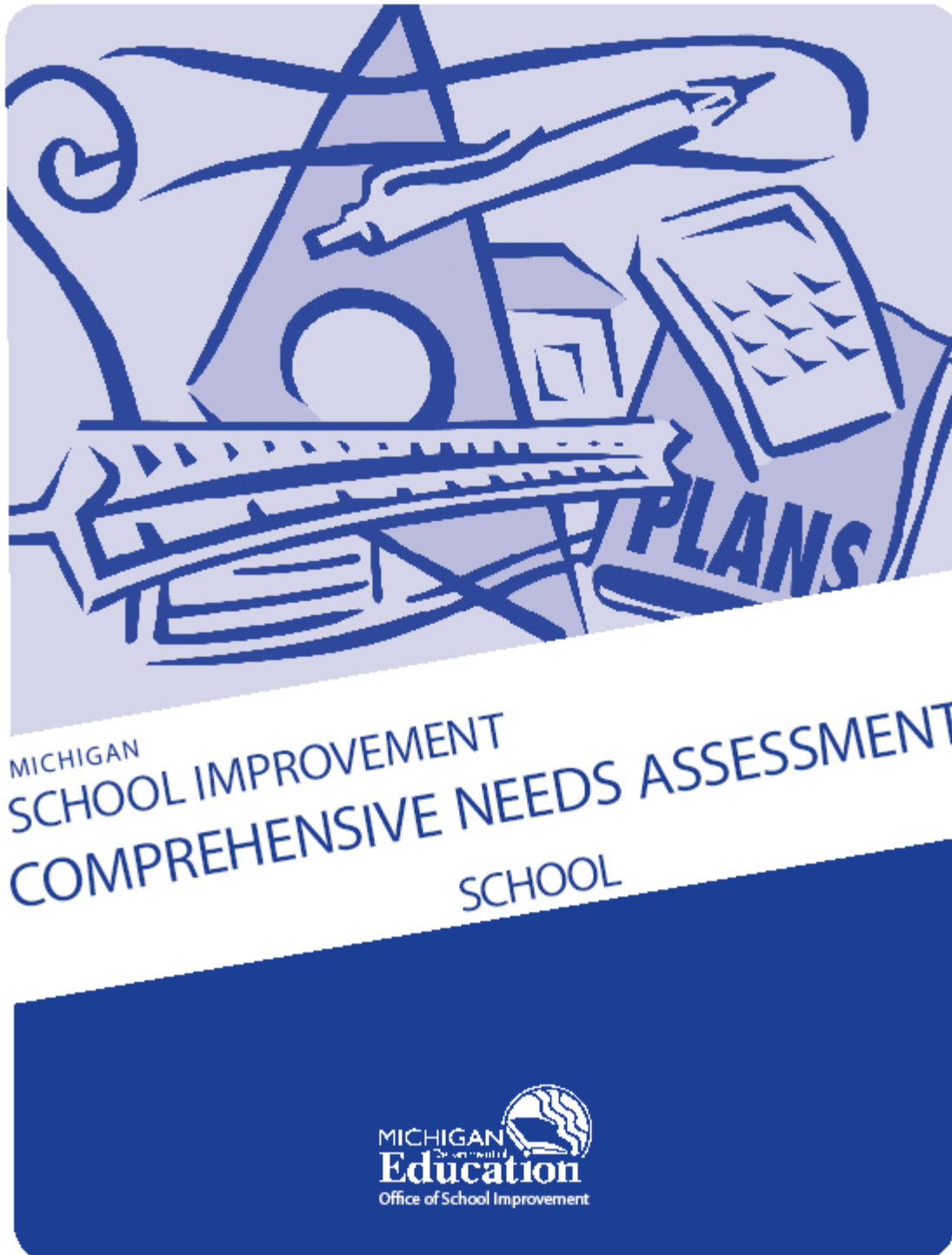
MOTION CARRIED UNANIMOUSLY (6-0).

GREGORY W. SCOTT

SECRETARY
BOARD OF EDUCATION

GWS/et

Attachment L



Introduction

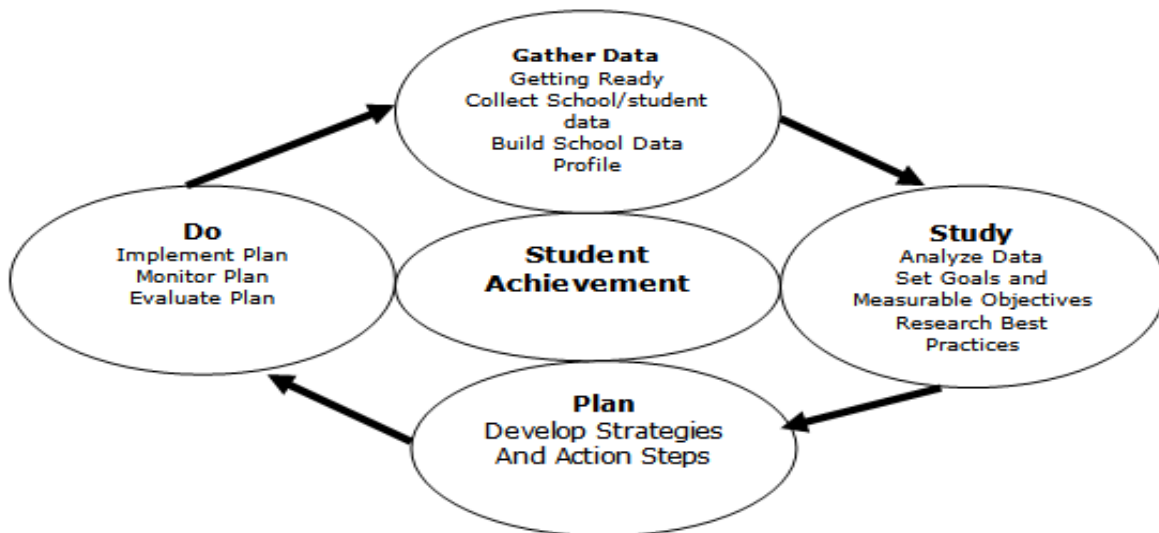
The Comprehensive Needs Assessment (CNA) was developed to be used as a tool to assist a school staff in determining the strengths and challenges of their school. The CNA assesses the school information, student data, as well as the system processes and protocols of practice that are in place to support student academic achievement. The Comprehensive Needs Assessment consists of five components:

1. School Data Profile
2. School Data Analysis
3. School Process Profile * this component can be met by the completion of one of the following:
 - School process Rubrics (90)
or
 - Education Yes Subset (40)
or
 - Standards Assessment Report (SAR)
or
 - Self Assessment (SA)
4. School Process Analysis
5. Summary Report

Model of Process Cycle for School Improvement

The School Improvement Framework establishes a vision for school improvement. The Process Cycle for School Improvement has four major components that cycle in continuous praxis. They are:

- **Gather Data I** Where are we now (status) and where do we want to be (goals)?
- **Study/Analyze** What did the data/information we collected tell us (gap analysis)?
- **Plan** How do we organize our work so that it aligns to our goals and resources (SIP)?
- **Do** Staff implements the strategies and action steps outlined in the plan (Implementation and Monitoring).
- **Gather Data II** Where are we now (status) and did we reach our goals? (Evaluation and Revisions)



While the SI Framework provides the vision for school improvement, the CNA is a tool that supports two of the four areas of the School Improvement Process: **Gather Data** and **Study**.

The following pages provide probing questions to create dialogue about student and school data. They are designed to facilitate a deeper reflection into a school's data/information and protocols of practice in order to identify areas of need.

Data/information from the CNA can be used to write a school improvement plan that includes specific student achievement goals, objectives, and strategies designed by the stakeholders. A CNA should be conducted once every three to five years, coinciding with the school improvement planning cycle, and revisited annually.

Sources of data/information that serve the process of needs identification can include: School Improvement Framework Rubric self assessment (which includes the EdYES! Performance indicators), the current school improvement plan, information contained in the School Report Card, school's annual education report, student academic and non-academic data from multiple sources-disaggregated by different subgroups.

Web sites that can assist with data collection include: www.michigan.gov/meap , www.michigan.gov/mepr , and www.michigan.gov/cepi, www.micis.org, and www.data4ss.org

Summary of Uses for the CNA

- o Guide the school's identification of additional resources (grants) to support its goals and objectives.
- o Annually evaluate progress on the 40 Education YES! Performance Indicators.
- o Periodically review and/or evaluate all 90 indicators in the School Improvement Framework.
- o Serve as the basis for all other needs assessments that may be required of the school.
- o Form the basis of the school's professional learning plan as required by PA25.
- o Identify areas of need to be included in the school's technology plan.
- o Satisfy NCA requirement for a School Profile Report.
- o Comply with federal grant requirements (including NCLB and IDEA 2004) of aligning resources with identified needs through a comprehensive needs analysis.
- o Work in partnership with the district's special education Continuous Improvement and Monitoring System (CIMS).

Electronic versions of this process are available at: www.michigan.gov/schoolimprovement

School Data Profile

This section provides a model of the kind of school and student data that could be reviewed, and suggested questions that might be asked to probe deeper into the data and information. Completion of this section is recommended, but not required. This model is intended to support deeper dialogue about the data and information, and to draw thoughtful conclusions about the areas of need.

Data for the following charts are available on the following websites:

www.mi.gov/MEAP - click on test results

www.data4ss.org

School Data Profile

School Code:

School:

Principal:

Person/Group completing CNA:

Date:

School and Student Demographic Data/Information

Enrollment:

1. What grade levels are taught in this school? 7/8
2. What is the current school enrollment? 527 - 600
3. What has been the enrollment trend for the past five (5) years?

_____Increasing _____ Stable XX Decreasing

Sample chart to organize student enrollment trends by grade level

Year	Year 1: 2005		Year 2: 2006		Year 3: 2007		Year 4: 2008		Year 5: 2009	
Grade	#	%	#	%	#	%	#	%	#	%
7	346		325		321		255		267	
8	323		343		315		305		260	
9	353		316		336		309		0	
Totals	1022		984		972		869		527	

4. When looking at sub-groups, has the percentage of students from any group changed by more than 5% over the past five years? Yes

If yes, for which sub-group(s)? Asian, White (decrease 26%)

Multi Racial (increase 71%)

Sample chart to organize sub-group demographics

Group	Total School Enrollment									
	Year 1		Year 2		Year 3		Year 4		Year 5	
	#	%	#	%	#	%	#	%	#	%
Economically Disadvantaged	457	45	493	50	517	53	517	59	470	89
Race/Ethnicity	157	15	160	16	168	17	164	19	94	18
Students with Disabilities	165	16	122	12	136	14	131	15	88	17
Limited English Proficient (LEP)										
Homeless	2	.1	1	.1	0	0	1	.1	3	.5
Neglected & Delinquent										
Migrant										
Gender										
Male	535	52	519	53	516	53	452	52	261	49
Female	487	48	465	47	456	47	417	48	266	51

Summary of enrollment data/information:

1. After reviewing the information on enrollment, what patterns or trends in enrollment can be identified?

Enrollment decreasing, particularly among White & Asian students.

2. After reviewing the changes in the school enrollment trends, what implications do the data present for the school in the following areas: staffing, fiscal resource allocations, facility planning, parent involvement, professional development, advertisement, recruitment, etc.?

Reduced staffing, reduced resources, larger class sizes (budget), less professional development (budget), marketing has become more of a necessity.

Staff:

Using the charts provided, answer the following questions:

1. What is the average number of years teachers in this school have been teaching? 15.9
2. What is the average number of years current teachers have been assigned to this school? 10.42

Questions	# Teachers	0-3 years	4-8 years	9-15 years	>15 years
1. Indicate how long teachers have been teaching.	33	0	5	12	20
2. Indicate the number of years, each of the teachers has been assigned to this school.	33	8	5	13	7

3. For the teachers in this school, during the past school year how many teachers have been absent?

(Absences that result in a sub-teacher being assigned to the classroom) 32

0-3 days	4-5 days	5-10 days	10 or more days
6	5	6	22

4. Indicate the number of teachers by grade level who meet the federal Highly Qualified and state Teacher Certification requirements for grade/subject area assignments. 100%

Grade/Subject Area	Total Number of teachers in grade/subject	% who meet Criteria	% who do not meet criteria
All	All	100%	0%

5. How long has the administrator(s) been assigned to this school?

Principal: 9

Assistant Principal(s): 1

- Describe/list the types of family/community participation/engagement that are in place to support student achievement that are:
 - Designed to encourage two way communication IEP's, PTO, Parent-teacher Conferences, Open House, phone calls.
 - Designed as one way communication only monthly newsletter, cable, call command
 - Designed to actively involve parents/community in the decision making at the building PTO, Attendance Appeal Committee, Reproductive Health Educational Meeting.
 - Designed to actively involve parents/community in student learning Library monitors, Educational Field Trips.
- Does the school have a current parent/teacher compact for each student? (Required for Federal Funds).

Yes, Parent/Student Handbook but a more specific version needs to be developed.

- Using the following chart, how has parent/guardian attendance at parent-teacher conferences changed over the last five years?

No data on subgroups, significant increase 2009-2010.

Group	Parent Conference Attendance									
	Year 1		Year 2		Year 3		Year 4		Year 5	
	#	%	#	%	#	%	#	%	#	%
Economically disadvantaged										
Race/Ethnicity										
Students with Disabilities										
Limited English Proficient (LEP)										
Homeless										
Neglected & Delinquent										
Migrant										
Gender										
Male										
Female										

Summary of School Demographic data and Information

- Based on the staff discussions about the data contained in the sample charts, are there any areas of concern noted? Yes
- If yes, what are the areas of concerns? Spring attendance is lower, less than 60% attended Fall conference.
- After discussion about these areas of concerns, what possible causes for the problems were identified? One possible cause might be that conference is held so late in the year.

Use the following chart to list your responses.

Summary of School Enrollment, Staffing and Parent/Community: concerns factors, and actions

Area(s) of Concern Noted	Factors identified that contribute to concern	Possible action(s)
Decrease in enrollment	Economy, school of choice	Increase student test scores
Decrease in White students & Asian students	Economy	Increase positive student behavior, marketing, increasing parent involvement

Michigan AYP Targets


As the school reviews student academic achievement data, the following table provides the Michigan AYP Targets for the percent of students scoring in the proficient category of the MEAP/MME tests.

***for students with significant or multiple impairments, please refer to MI-Access results**

Content	2002-04	2004-07	2007-10	2010-11	2011-12	2012-13	2013-14
Elementary							
Math	47%	56%	65%	74%	82%	91%	100%
ELA	38%	48%	59%	69%	79%	90%	100%
Middle School							
Math	31%	43%	54%	66%	77%	89%	100%
ELA	31%	43%	54%	66%	77%	89%	100%
High School							
Math	33%	44%	55%	67%	78%	89%	100%
ELA	42%	52%	61%	71%	81%	90%	100%

Student Data

MEAP/MME Achievement Reports




MICHIGAN
Department of
Education

SCHOOL SUMMARY REPORT
All Except Students with Disabilities

Grade 7 - Form 01
Fall 2006
ENGLISH LANGUAGE ARTS

PEM 10-25-2006



Michigan Educational Assessment Program

District Name: **WANTT BETTER PUBLIC SCHOOL**
District Code: **00040**

School Name: **SUPERIOR ELEMENTARY**
School Code: **34567**

ACHIEVEMENT

Year	No. of Students Assessed	Scale Score		Performance Levels				
		Mean	Margin of Error	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards	Levels 1 & 2
Scale Score Range		(150-700)		(150-250)	(251-350)	(351-550)	(551-700)	(351-700)
2006	999,999	404	394-414	100%	100%	100%	100%	100%
2005	999,999	404	394-414	100%	100%	100%	100%	100%

READING

Year	No. of Students Assessed	Scale Score		Performance Levels				
		Mean	Margin of Error	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards	Levels 1 & 2
Scale Score Range		(150-700)		(150-250)	(251-350)	(351-550)	(551-700)	(351-700)
2006	999,999	404	394-414	100%	100%	100%	100%	100%
2005	999,999	404	394-414	100%	100%	100%	100%	100%

WRITING

Year	No. of Students Assessed	Scale Score		Performance Levels				
		Mean	Margin of Error	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards	Levels 1 & 2
Scale Score Range		(150-700)		(150-250)	(251-350)	(351-550)	(551-700)	(351-700)
2006	999,999	404	394-414	100%	100%	100%	100%	100%
2005	999,999	404	394-414	100%	100%	100%	100%	100%

TOTAL ELA

Year	No. of Students Assessed	Scale Score		Performance Levels				
		Mean	Margin of Error	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards	Levels 1 & 2
Scale Score Range		(150-700)		(150-250)	(251-350)	(351-550)	(551-700)	(351-700)
2006	999,999	404	394-414	100%	100%	100%	100%	100%
2005	999,999	404	394-414	100%	100%	100%	100%	100%

PROGRESS

Fall 2005 Performance Levels	Fall 2006 Performance Levels			
	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards
4-Apprentice	123456 (100%) not gaining	123456 (100%) gaining	123456 (100%) gaining	123456 (100%) gaining
3-Basic	123456 (100%) declining	123456 (100%) not gaining	123456 (100%) gaining	123456 (100%) gaining
2-Met Standards	123456 (100%) fluctuating	123456 (100%) fluctuating	123456 (100%) maintaining	123456 (100%) gaining
1-Exceeded Standards	123456 (100%) declining	123456 (100%) declining	123456 (100%) declining	123456 (100%) maintaining

Number (%) of Students Assessed in 2006 Also Assessed in 2005: 999,999 (100%)

Fall 2005 Performance Levels	Fall 2006 Performance Levels			
	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards
4-Apprentice	0 (0%) not gaining	0 (0%) not gaining	0 (0%) gaining	0 (0%) gaining
3-Basic	0 (0%) declining	0 (0%) not gaining	123456 (100%) gaining	0 (0%) gaining
2-Met Standards	0 (0%) declining	0 (0%) declining	0 (0%) maintaining	0 (0%) gaining
1-Exceeded Standards	0 (0%) declining	0 (0%) declining	0 (0%) declining	0 (0%) maintaining

Number (%) of Students Assessed in 2006 Also Assessed in 2005: 999,999 (100%)

Fall 2005 Performance Levels	Fall 2006 Performance Levels			
	4-Apprentice	3-Basic	2-Met Standards	1-Exceeded Standards
4-Apprentice	0 (0%) not gaining	0 (0%) gaining	0 (0%) gaining	0 (0%) gaining
3-Basic	0 (0%) declining	0 (0%) not gaining	0 (0%) gaining	0 (0%) gaining
2-Met Standards	0 (0%) declining	0 (0%) declining	123456 (100%) maintaining	0 (0%) gaining
1-Exceeded Standards	0 (0%) declining	0 (0%) declining	0 (0%) declining	0 (0%) maintaining

Number (%) of Students Assessed in 2006 Also Assessed in 2005: 999,999 (100%)

* Includes all tested forms, including Emergency form student results.

STRAND	Domain	No. of Students Assessed	Mean Points	No. of Points	Percent of Students Scoring																				
					0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
READING	Word Recognition and Word Study	999,999	2.0	3	0	0	100	0																	
	Narrative Text	999,999	14.1	20																					
	Informational Text	999,999	11.2	20																					
	Comprehension	999,999	13.2	20																					
WRITING	Writing Genres	999,999	13.5	20																					
	Writing Process	999,999	15.3	20																					
	Grammar and Usage	999,999	3.5	5																					
	Spelling	999,999	12.5	20																					

** Only includes assigned form student results. Emergency students are not included.
Due to rounding percents may not sum to 100%.

Page 1 of 1

Fall 2006 Run Date: 12/12/06 batchxxx-distschoode-0000000

www.mi.gov/MEAP - click on MEAP test results

*****PLEASE CONSIDER USING SCHOOL SUMMARY REPORT THAT INCLUDES TOTAL SCHOOL POPULATION – INCLUDING STUDENTS WITH DISABILITIES**

MEAP Assessment Test Item Analysis

The following charts are samples of reports that look at how students across the district are scoring on the MEAP/MME test items. These charts can compare schools within the district, and the district to the state. Websites for these charts are listed.

A review of the school overall performance on these test items can assist in determining if there are areas of concern with the school's instructional program, or within the district's curriculum.

MICHIGAN Department of Education
 District Name: WANTTODIRECT PUBLIC SCHOOL
 District Code: 80948

CLASS ITEM ANALYSIS REPORT
 All Except Students with Disabilities
 Grade 7
 Fall 2006
 ENGLISH LANGUAGE ARTS: WRITING

PEM Fall 1993/95
 MEAP Grade 3-8
meap
 Michigan Educational Assessment Program

Teacher Name: LASTNAME, FIRSTNAME
 Class/Group: 1234
 School Name: SUPERIOR ELEMENTARY
 School Code: 34567

No. of Students Assessed = 999,999

WRITING RELEASED MULTIPLE CHOICE									
STRAND	Item Number	GLCE Code	Item Type	PERCENT RESPONDING					
Domain				A	B	C	D	Correct	Multi
%	%	%	%	%	%	%	%	%	%
WRITING									
Writing Skills									
Writing Process									
Grammar & Usage									

WRITING RELEASED MULTIPLE CHOICE									
STRAND	Item Number	GLCE Code	Item Type	PERCENT RESPONDING					
Domain				A	B	C	D	Correct	Multi
%	%	%	%	%	%	%	%	%	%
WRITING									
Writing Skills									
Writing Process									
Grammar & Usage									

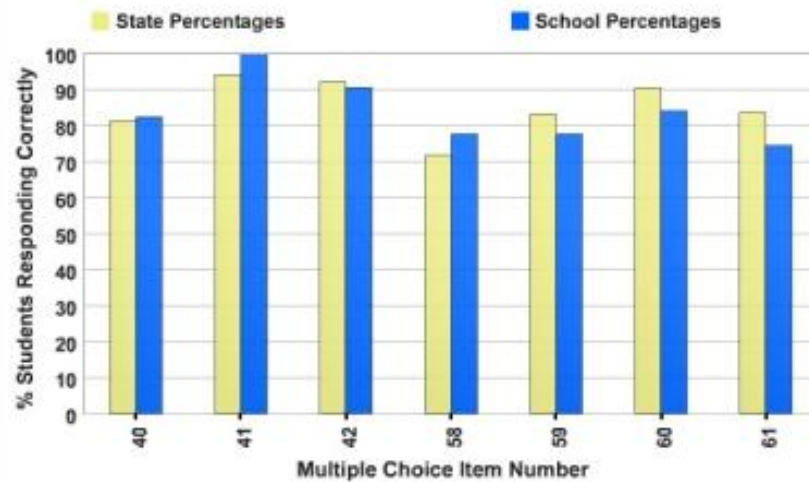
RELEASED CONSTRUCTED OR EXTENDED RESPONSE																												
Item Number	GLCE Code	Mean Score	Percent of Students at Each Score										Number of Students Receiving Credit/Item Codes															
			Score Based on 4-point or 5-point Rubric																									
			0	1	2	3	4	5	6	7	8	9	10	A	B	C	D	E	1	2	3	4	5	6	7	8	9	10
17	CCCC	3.8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18	CCCC	2.8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
19	CCCC	2.8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
20	CCCC	2.8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

***PLEASE CONSIDER USING SCHOOL SUMMARY REPORT THAT INCLUDES TOTAL SCHOOL POPULATION – INCLUDING STUDENTS WITH DISABILITIES

www.mi.gov/MEAP - click on MEAP Test Results - (you must be an authorized user)

Comparative Item Analysis

Math Comparative Item Analysis (Strand: Measurement) for Training Elementary School Grade: 03



Comparative Item Analysis Table

Item Number	Total Students	% Students Responding Correctly - School	% Correct Responses - State	GLCE	Description
40	51	82.3%	81%	G.SR.02.05	Classify familiar plane and solid objects
41	62	100%	93.8%	G.SR.02.05	Classify familiar plane and solid objects
42	56	90.3%	92%	G.SR.02.05	Classify familiar plane and solid objects
58	48	77.4%	71.6%	G.GS.02.01	Identify, describe, compare 2-D & 3-D shapes
59	48	77.4%	83.1%	G.GS.02.01	Identify, describe, compare 2-D & 3-D shapes
60	52	83.9%	90.5%	G.GS.02.01	Identify, describe, compare 2-D & 3-D shapes
61	46	74.2%	83.5%	G.GS.02.04	Know curved/straight lines, curved/flat surfaces

Using information gathered about how students in the school are doing on skills that are tested on the MEAP/MME, discuss the following:

1. What skill area(s) is the school doing well on? 7th Math - Coordinate plane (A.R.P. 06.02), Find equivalent ratios (N.ME. 06.11) 7th Reading – Word Study (R.W.S. 06.01), Comprehension (R.C.M. 06.02), Comprehension (R.C.M. 06.03). 8th Reading – Narrative text (R.N.T. 07.03). 8th Science – Constructing Knowledge (C.1.M.1.), Physical Science Changes in Matter (P.2.M.1)
2. When comparing the school with the district and state, which skills would the staff identify as a challenge area for the school? 8th Math all areas, 7th Math almost all areas, 8th Reading & Science see attached documents, 7th Reading see attached documents
3. When reviewing the district curriculum, where are these skills taught? 7th grade Reading, ELA-7, Study Skills, ELA Attack, learning resources, 7th grade Math, Math-7, Accelerated Math 7, Math Attack-7, 8th grade Reading, ELA-8, ELA Attack – 8, 8th grade Math, Math-8, Algebra I, Math Attack-8, 8th grade Drafting, 8th grade Science, Science-8, Project Science-7, Science-7, Project Science-8, Science of Personal Well Being.
4. When reviewing the school instructional program, are these skills being taught at the appropriate grade level? We believe some 7th grade GLCE's are not presently covered and need to be looked at.
5. How can this information be used for curriculum, instructional and remediation purposes? Areas of weakness – we plan to emphasize the teaching in these areas and develop new teaching strategies. Areas of strength- staff members will share lesson plans with other members in their department. Curriculum will be aligned with needs for 7th grade Science. Remedial classes such as Math Attack and ELA Attack will address areas of weakness.

Grade Level Achievement –School Level Data – All Students

Year:

			% of Population Demonstrating Proficiency of GLCE/HSCE*							
Grade	ACS**	% HQ***	ELA		Math		Science		Social Studies	
			#	%	#	%	#	%	#	%
7	32.3	100		80		77				
8	31.2	100		76		58		65		66.1

**ACS – Average Class Size

*** Highly Qualified as defined by NCLB or State Teacher Certification Requirements

What additional data sources (other than MEAP/MME) were used to inform decision making about

student achievement? Examples include: teacher made tests, other forms of norm/criterion referenced tests, end of course exams, MI-Access, ELPA (English Language Proficiency Assessment), curriculum based measures, etc. Teacher made tests, other forms of norm/criterion referenced tests, end of course exams, etc.

Name and Type of Measurement Instrument	Grade level Assessed	Subject Area Assessed
1 Algebra Readiness Test	7 th grade	Math
2 Math and Reading Attack	7 th and 8 th grade	Math, ELA
3 Success Maker	7 th and 8 th grade	ELA

Continuity of Instructional Program

Students who have been in school for their entire instructional program

Students	Grade levels in the School	# of Students	% of students proficient ELA	% of students proficient Math	% of students proficient Social Studies	% of students proficient Science
Students who have been in school for all grades taught	72	380	7 th - 80 8 th - 76	7 th - 77 8 th - 58	8 th - 66	8 th - 65
Students who have not been in school for all grades taught	28	146				

Using the information gathered about the school's instructional program, discuss the following:

1. What data/information (other than MEAP/MME/CLCE/HSCE) does the school use to measure student achievement at each grade level? Report Cards, Success Maker, Special Educational Standardized Testing.
2. What are the criteria for student success at each grade level? Classroom participation, attendance, chapter unit and end of course assessments.
3. How has student achievement changed over the last 3 years? Number of students that are proficient has increased, 8th grade math has decreased, students that utilized Success Maker has increased, ELA and Math have increased achievement overall.
4. What examples of outcome indicators have been developed for analysis of writing, reading, science, math, and social studies? NCA, Success Maker, MEAP, Credit Recovery Math program, Report Cards, IEP goals, Literacy Summer Camp and Summer Math Camp.
5. What examples of demographic indicators have been developed for analysis of writing, reading, science, math, and social studies? We only use MEAP and teacher assessments.
6. What process indicators have been developed for analysis of writing, reading, science, math, and social studies? Student Report Cards, teacher recommendations, MEAP, students are placed in Math and Writing Attack, Credit Recovery, Tutoring and Coaches, School Improvement Meetings, Departmental Meetings.
7. Which grade level(s) is not meeting the criteria for grade level proficiency and would be identified as a challenge area by the staff? 8th grade is close to 58%.
8. For any grade level identified as a challenge, after reviewing the data and information, what has the staff determined to be a leading cause for any challenge identified. Lack of classroom participation, personal issues, lack of homework completion, behavioral issues, attendance and lack of parental involvement.

9. For any grade level identified as a challenge area, what impact, if any, could teacher absences that resulted in significant interruption in instruction be a factor? (Be sure to track teacher absences back to prior grades). Extended or frequent teacher absences including those due to cutting or rescheduling teachers due to district needs, retirements, or leaves of absence contribute to a lack of continuity of instruction and could be a factor.

Use the following chart to organize any challenge and causal factors identified.

Grade Level	Challenge Identified	Factors Identified
7th & 8th	Lack of Participation	Lack of Participation
	Homework Completion	Homework Completion
	Apathy at Home	Apathy at Home
	Discipline	Discipline

Sub Group Analysis

Grade: 7th **Percent of Sub-group meeting State Proficiency Standards**

Group	Reading			Writing			Total ELA		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
Social Economic Status (SES)	61	73	78	17	36		66	72	
Race/Ethnicity	49	71	60	65	54		53	66	
Students with Disabilities	23	41	35	13	37		20	41	
Limited English Proficient (LEP)									
Homeless									
Neglected & Delinquent									
Migrant									
Gender									
Male	64	73	79	64	66		65	73	
Female	68	81	80	78	90		77	81	
Aggregate Scores	64	68.4	76						
State									

Group	Math			Science			Social Studies		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
Social Economic Status (SES)	63	75	78						
Race/Ethnicity	47	60	61						
Students with Disabilities	23	40	48						
Limited English Proficient (LEP)									
Homeless									
Neglected & Delinquent									
Migrant									
Gender									
Male	67	76	78						
Female	71	84	77						
Aggregate Scores			58						
State									

(These charts look at data for full academic year students)

Sub Group Analysis

Grade: 8th Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Writing			Total ELA		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
Social Economic Status (SES)	70	53	73	48	55		68	56	
Race/Ethnicity	63	46	63	33	45		59	51	
Students with Disabilities	42	23	52	21	28		39	29	
Limited English Proficient (LEP)									
Homeless									
Neglected & Delinquent									
Migrant									
Gender									
Male	63	52	73	47	49		60	53	
Female	81	69	79	70	73		81	70	
Aggregate Scores	69.9	60.4	76						
State									

Group	Math			Science			Social Studies		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
Social Economic Status (SES)	61	72	53	62	56	62			
Race/Ethnicity	52	57	35	54	47	45			
Students with Disabilities	37	37	13	58	29	20			
Limited English Proficient (LEP)									
Homeless									
Neglected & Delinquent									
Migrant									
Gender									
Male	64	67	60						
Female	66	78	56						
Aggregate Scores			58			65			
State									

(These charts look at data for full academic year students)

MICHIGAN Education		SCHOOL DEMOGRAPHIC REPORT										meap									
District Name: NANTICUM PUBLIC SCHOOL		All Students										School Name: SUPERIOR ELEMENTARY									
District Code: 00548		Grade X										School Code: 34567									
		READING										WRITING									
		No. of Students	Mean Score	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	No. of Students	Mean Score	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
School																					
Total All Students		999,999	123	0%	0%	100%	0%	100%	0%	100%	0%	999,999	123	0%	0%	100%	0%	100%	0%	100%	0%
Gender																					
Male		999,999	123	0%	0%	100%	0%	100%	0%	100%	0%	999,999	123	0%	0%	100%	0%	100%	0%	100%	0%
Female		999,999	123	0%	0%	100%	0%	100%	0%	100%	0%	999,999	123	0%	0%	100%	0%	100%	0%	100%	0%
Ethnicity																					
American Indian/Alaskan Native		999,999	123	0%	0%	100%	0%	100%	0%	100%	0%	999,999	123	0%	0%	100%	0%	100%	0%	100%	0%
Asian/Pacific Islander		999,999	123	0%	0%	100%	0%	100%	0%	100%	0%	999,999	123	0%	0%	100%	0%	100%	0%	100%	0%
Black, Not of Hispanic Origin		999,999	123	0%	0%	100%	0%	100%	0%	100%	0%	999,999	123	0%	0%	100%	0%	100%	0%	100%	0%
Hispanic		999,999	123	0%	0%	100%	0%	100%	0%	100%	0%	999,999	123	0%	0%	100%	0%	100%	0%	100%	0%
White, Not of Hispanic Origin		999,999	123	0%	0%	100%	0%	100%	0%	100%	0%	999,999	123	0%	0%	100%	0%	100%	0%	100%	0%
Multiracial		999,999	123	0%	0%	100%	0%	100%	0%	100%	0%	999,999	123	0%	0%	100%	0%	100%	0%	100%	0%
Additional Reporting Groups																					
Economically Disadvantaged		Yes	999,999	123	0%	0%	100%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	0%	100%	0%
		No	-10									-10									
English Language Learners		Yes	999,999	123	0%	0%	100%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	0%	100%	0%
		No	999,999	123	0%	0%	100%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	0%	100%	0%
Formerly Limited English Proficient		Yes	999,999	123	0%	0%	100%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	0%	100%	0%
		No	999,999	123	0%	0%	100%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	0%	100%	0%
Migrant		Yes	999,999	123	0%	0%	100%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	0%	100%	0%
		No	999,999	123	0%	0%	100%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	0%	100%	0%
Accommodations																					
Standard - All		999,999	123	0%	0%	100%	0%	100%	0%	100%	0%	999,999	123	0%	0%	100%	0%	100%	0%	100%	0%
Nonstandard - All **		999,999										999,999									
Standard ELL Only		999,999	123	0%	0%	100%	0%	100%	0%	100%	0%	999,999	123	0%	0%	100%	0%	100%	0%	100%	0%
Nonstandard ELL Only **		999,999										999,999									

www.mi.gov/MEAP - click on MEAP Test Results - (you must be an authorized user)

Using formation from the above charts for Sub-group data, answer the following questions:

- Based on MEAP/MME reports, which of the sub-groups are **not** at/or above the current state AYP content area targets? Special Education 7th grade Reading 35%, Math 48%, 8th grade African American Math 35%, Science 45%, Reading 52%, Students with Disabilities Math 13%, Science 20%.
- Are any of the sub-groups scoring more than 10 percentage points lower than the current state AYP targets? Number 1 7th Special Education Reading. Number 2 8th Grade Math Science and Special Ed. Number 3 8th grade African American Math.
- Based on the staff's review of these data and information, what has the school staff determined to be the contributing cause(s) for the gaps? Apathy, homework completion, and attendance.
- What trends have been identified when looking at the 3 years of MEAP/MME of data? 7th

grade Reading and Math are areas of concern. African American and Special Education are areas of concern. 8th grade Reading areas of concern African American and Special Education, 8th grade Math concerns with all areas, 8th grade Science area of concerns African American and Special Education and Economic Challenged.

5. Were there any discrepancies between the sets of data? If so:
- How do additional data sources compare?
 - Are the data from the additional data sources congruent with MEAP/MME results?
 - What discrepancies were noted?
 - How are these different data sources used for planning purposes?
 - How does staff collaboratively analyze student work?
- NCA, School Improvement Meetings, Prep-time, No teaming this year.

Review of Special Education Population

Students with Disabilities Group Demographics

(www.mi.gov/MEAP - click on MEAP Test Results)

Review of Special Education Population

Students Taking the MEAP/MME

Sub-group: Students with Disabilities (use ed settings data from MI-CIS)	Total # of Students In Group	% of Total District Population	% of Students Scoring in Each Category							
			ELA				Math			
			1	2	3	4	1	2	3	4
Instructed in General Education Setting 80% or more										
Instructed in general Education Setting 79-40%										
Instructed in general education <40%										

Sub-group: Students with Disabilities (use ed settings data from MI-CIS)	Total # of Students In Group	% of Total District Population	% of Students Scoring in Each Category							
			Science				Social Studies			
			1	2	3	4	1	2	3	4
Instructed in General Education Setting 80% or more										
Instructed in general Education Setting 79-40%										
Instructed in general education <40%										

Students taking MI-Access

Sub-group: Students with Disabilities (used settings data from MI-CIS)	Total # of Students In Group	% of Total District Population	% of Students Scoring in Each Category					
			ELA			Math		
			SP	AP	E	SP	AP	E
Instructed in General Education Setting 80% or more								
Instructed in general Education Setting 79-40%								
Instructed in general education <40%								

Sub-group: Students with Disabilities (used settings data from MI-CIS)	Total # of Students In Group	% of Total District Population	% of Students Scoring in Each Category					
			Science			Social Studies		
			SP	AP	E			
Instructed in General Education Setting 80% or more								
Instructed in general Education Setting 79-40%								
Instructed in general education <40%								

SP=Surpassed the Performance Standard AP=Attained the Performance Standard E= Emerging Toward the Performance Standard

More information on these tests can be found on the MI-Access Web page (www.mi.gov/mi-access) and at the MI-Access Information Center (www.mi-access.info) and (www.michigan.gov/MEAP - click on MEAP Test Results)

MEAP analysis question

1. How many students with disabilities in the school participate in the MEAP/MME testing (number enrolled vs. number participating)? 534 enrolled, 83 enrolled with disabilities – 54 participated
2. What percentage of students took MI-Access or other modified test? 67%
3. Are there any grade levels, subject areas, or disability groups with significant changes in their MEAP/Mi-Access performance over the past 3 years? If there are significant changes in performance, why? 7th grade proficient huge % decline
.
4. Is there a difference in performance between students who receive content instruction in general education settings and those who receive content instruction in special education settings? If there is a difference in performance, why?

Curriculum/Delivery

1. What is your school's identification rate for students with disabilities? How does this compare to the overall identification rate in your district? N/A
 - a. How does your school identification rate for any specific disability category differ from your district's identification rate? (Refer to MI-CIS data)
 - b. Is there over or under representation of racial/ethnic groups in your school's special education programs?
 - c. Are there differences in achievement between racial/ethnic groups for students with disabilities?
2. For students not receiving instruction in general education setting, what curriculum is used and how is it aligned with the State Grade Level Content Expectations/High School Content Expectations, and/or Extended Grade-level Content Expectations? Students in EI, HI, LD, Self-contained classrooms follow the same curriculum.

3. How are services provided that will help the student become successful in the general education setting? For example:
 - a. Co-Teaching
 - b. Differentiated instruction
 - c. Supplementary aids and services: Coaching, Success Maker, Math

Coaches

- d. Peer tutoring
- e. Additional interventions

4. How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)? Offered to all tutoring, Credit Recovery, Math and Literacy Camp letters.

Fall 2008 Michigan Educational Assessment Program
Performance Level Descriptors (PLDs)

The following are the Performance Level Descriptors approved by the Michigan State Board of Education.

Level 1: Advanced

The student's performance exceeds grade level expectations and indicates substantial understanding and application of key concepts defined for Michigan students. The student needs support to continue to excel.

Level 2: Proficient

The student's performance indicates understanding and application of key grade level expectations defined for Michigan students. The student needs continued support to maintain and improve proficiency.

Level 3: Partially Proficient

The student needs assistance to improve achievement. The student's performance is not yet proficient, indicating a partial understanding and application of the grade level expectations defined for Michigan students.

Level 4: Not Proficient

The student needs intensive intervention and support to improve achievement. The student's performance is not yet proficient and indicates minimal understanding and application of the grade level expectations defined for Michigan students.

For more detail, please see the Fall 2008 MEAP Guide to Reports available online at www.michigan.gov/meap

Limited English Proficient (LEP) Group Demographics

Using these sample charts, list which languages are included in the school's LEP sub-group. **N/A**
due to less than 10 students

MEAP/MME

Language*	# Students	#Students Tested	# of Staff who Speak the Language		% of Student's Not Meeting State Standard			
			Teachers	Paraprofessional	ELA	Math	Science	Soc.Stu.
Total School								

*10 or more students within the language

English Language Proficiency Assessment (ELPA)

Language*	# Students	#Students Tested	# of Staff who speak the Language		Category Assessment Results				
			Teachers	Paraprofessional	1	2	3	4	5
Total School									

(www.mi.gov/MEAP - click on MEAP Test Results)

Discussion for LEP Sub-group analysis:

1. For each language group, what is the percent of students in the language group who are not at/or above the current state standard for each content area?
2. How are each of the language groups achieving in comparison to the school aggregate?
3. Are any of the LEP sub-groups scoring more than 10 percentage points lower than the state AYP standards?
5. How are students who are most at risk of failing to meet the current state academic achievement standards identified for support services?
5. Based on staff review of the data and information, what has the school staff determined to be the leading cause(s) for the gap in performance?

Archival Data (duplicate charts for multiple years of data)**Mobility Data****Year: 2009**

Mobility			
Grade	# of Students	Number Entering	Number Leaving
7	267	40	36
8	260	37	35

Discipline Data

Year:2009

Grade	# of Students	# of Absences		# of Suspension		# of Expulsions		Unduplicated Counts	
		>10	<10	In*	Out*	In*	Out*	In*	Out*
7	267	42	225	28	98	0	0		
8	260	15	245	34	113	0	4		

*in school / out of school

Enrollment and Graduation Data

Year:

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

Number of Students enrolled in Extended Learning Opportunities

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file*
6					
7			0		
8			0		255
9					
10					
11					
12					

And Information about Educational Development Plans (EDP)

Year:

*** EDP must be developed for all 8th graders, and reviewed annually in grades 9-12 to ensure that course selections align with the plans.**

Sub Group Analysis

Year: 2009

Group	# Students	# of Absences		# of Suspension		# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*		In*	Out*
7 th Grade	267							
SES		83	100	15	75		15	75
Race/Ethnicity		21	25	4	22			
Disabilities		27	11	5	21			2
LEP		1	1	0	2			
Homeless		0	1	0	0			
Migrant								
Gender								
Male		53	73	18	57		4	13
Female		62	86	2	32			14
Totals								

Sub Group Analysis

Year: 2009

Group	# Students	# of Absences		# of Suspension		# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*		In*	Out*
8th Grade	260							
SES		110	93	23	75		23	75
Race/Ethnicity		27	21	7	26			
Disabilities		32	20	8	25			1
LEP		0	1	0	0			
Homeless		2	1	1	0			
Migrant								
Gender								
Male		74	71	24	68		4	15
Female		61	70	4	28			12
Totals								

Using data about the school's mobility, attendance patterns, suspension, expulsion, retention rates, dropout rates, graduation rates, and extended learning opportunities:

1. What are the student mobility rates for the school and for each identified sub-group?
2. Has the mobility rate changed over time?
3. What percentage of students has been in the school since the first day of school? 72%
4. What are the differences in achievement between students who have been in the school since the first day of school and those students who moved in during the school year?
5. What is the average student attendance rate? (For whole school and by sub-group).
6. What % of students missed more than 11 days of school? Is there a high concentration in any of the school sub-groups? 85%, the number of students in all subgroups missing over 11 days is a concern.
7. Are there grade level differences in attendance? A large number of 8th grade students missed over 11 days when compared with 7th grade students
8. What is the trend of dropouts over the past 3-5 years (whole school and sub-group)? N/A
9. Has the dropout rate decreased, increased or stayed the same? N/A
10. What does the dropout pattern look like when disaggregated by sub-group? N/A
11. Is there a grade level that has a higher percentage of students dropping out? N/A
12. What are the achievement levels of students who dropout of school? N/A
13. What are the attendance patterns of students who dropout of school? N/A

14. What are the discipline patterns of students who dropout of school? N/A
15. What percentage of eligible students is participating in Extended Learning Opportunities?
16. Are the percentages for participation in Extended Learning Opportunities increasing?
17. What is the school doing to inform students and parents of Extended Learning Opportunities?
18. How many of the schools 8th graders have a parent approved Educational Development Plan on file? 255
19. What data do you have that documents that all of these EDP's are reviewed and updated annually to ensure academic course work aligns with the EDP? Career Cruising and School EDP Tool reports
20. Based on a review of these data about student mobility, attendance, behavior, dropout, graduation rates, and extended learning opportunities, did the staff identify any areas of challenge? The amount of student missing 11 or more days of school is a cause of the achievement gap. The amount of out of school suspensions is a causal factor in the achievement gap. Math in 7th and 8th is difficult for many students
21. For the identified challenge(s), what has the staff/school determined to be the leading cause(s) for the challenge(s)? Student apathy/non-participation, lack of homework completion, lack of parental involvement, out of school suspension, attendance are the major causal factors for the achievement gap.

Perception Data:

Student

1. In what ways does the school collect information about student perception in the following areas: Through surveys
 - o How they feel about their school; their teacher; their principal?
 - o What they think the teachers and principal(s) feel about them?
 - o What they feel the staff expectations for their learning ability are?

Parent/Guardian

2. In what ways does the school collect information about parent/guardian perception in the following areas: Through surveys.
 - o Teacher preparation and ability to prepare their children to be successful learners
 - o Principal(s) effectiveness

Staff

3. In what ways does the school collect information about staff perceptions in the following areas: Through surveys
 - o High expectations for all students
 - o Coherence of instructional program
 - o Leadership effectiveness and support

Community

4. In what ways does the school collect information about community perception in the following areas: Through surveys
 - o Teacher preparation and ability to prepare all students to be successful learners
 - o Principal(s) leadership abilities
 - o Staff has high expectations for all students

Summary Discussion: Perception Data

1. In what ways does the school use this perception information to inform decision-making activities? Making changes through school improvement plan
2. What challenges have been identified as a result of reviewing the data/information collected about stakeholder perceptions? Better communication

Professional Development Assessment

In order to incorporate the required state professional development plan into your school improvement plan, discuss the following questions and identify area of needs:

1. Based on a review of the professional development needs/activities identified by stakeholders in the building what activities were noted that stakeholders would like to address?
2. What activities have the building provided that will build collaborative decision making skills for teachers and instructional leaders in the building? NCA school Improvement days
3. What activities have been provided that will improve site-based decision making skills for school leaders?
4. What activities have been provided that will improve the school improvement planning process to better meet the teaching and learning needs within the building?
5. What activities does the building currently have in place to improve instructional leadership skills school leaders?

6. Describe how professional development activities are collaboratively designed to support building level school improvement efforts. How are they tied to teacher or student identified needs? Who is involved?
7. What resources are available to support professional learning activities?
8. What activities have been identified to support classroom teacher use of student achievement data to guide instruction and remediation activities within the building(s)?
9. How does the school currently use professional development as a way to eliminate the achievement gap?
10. What policy/practice does the building/district have in place to support professional learning communities?
11. How are professional learning activities that are offered, measured for their impact on teaching and learning?

Summary of Professional Development: Concerns, Factors, and Actions

After reviewing the school, staff, parent and community, and student achievement data for the building, and information about professional development needs identified by stakeholders within the building, what did the building identify as areas of need for professional development?

Technology Assessment: (Necessary if applying for E-rate funding)

1. Describe the School/District Technology Protection Measure that is/will be in place to block or filter adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).
2. How will the school monitor adult and student use of the internet? Computer labs are locked, seating charts and adults are present
3. Does the school/building have an Internet Safety Policy in place? Does it meet the requirements as outlined in the state Technology Planning and CIPA (Children's Internet Protection Act) requirements? Yes

4. Does the district have a process to provide public notice and hearings about the Internet Safety Policy? Yes
5. Based on a school-wide assessment, what telecommunication services, and hardware support teaching and learning within the school?
6. Based on this school-wide assessment, what needs were identified by the school in the following areas:

Item	Need
Infrastructure (wiring, internet connections T1 etc.) In all classrooms In all labs In all media centers In the main office In counseling offices Support staff offices	
Hardware	
Software	
Professional Development	

7. What actions has the school/district taken to identify and promote curriculum and teaching strategies that integrate technology effectively into curriculum and instruction?
8. How has the district adjusted its curriculum to include technology literacy of all students?
9. How has the school adjusted its instructional program to address these curriculum adjustments?

For more information on these requirements go to: www.siuniversalservice.org/reference/

School Data Analysis

This document provides schools with a report on Student Achievement Strengths and Challenges. Also included is a chart that can be used to list the school's student achievement goals, need statement, and contributing causes for the gap for inclusion in a School Improvement Plan. The following charts must be completed if you will be using the website for electronic completion of the CNA.

1. Based on a review of the data and the staff discussion around the questions on the preceding pages, state the school's conclusions regarding the strengths and challenges of student learning need.

Strengths:

Challenges:

2. For the challenges listed above, what content area goals have the school established for student achievement that will be address in the school improvement plan? (Use chart below to list).

Content Area	Student Achievement Goal
1. English Language Arts	
2. Math	
3. Science	
4. Social Studies	
5. Other	

3. For the goals listed above, what did the school student data identify as the gap between where current student achievement is and where the building would like it to be? (Use the chart below to list).

Student Achievement Goal	Need: Identified Gap*
1. English Language Arts	
2. Math	
3. Science	
4. Social Studies	
5. Other	

* Gap refers to the difference between where students are currently achieving and where the school would like achievement to be.

4. For each of the identified gaps listed above, based on the school's discussion about current trends in student learning, what has the school determined to be the leading cause(s) for the gap in performance? (Use the following chart to list).

Student Achievement Goal Statement	Contributing (leading) Cause for Gap
1.	
2.	
3.	
4.	
5.	

The following chart can be used to summarize content area goals that the school has established. The chart will allow you to identify those goals that reflect a current need (Active Goal) as well as those goals that are not currently identified as a need, but that the school wants to maintain resources to support continued success (Maintenance Goals). The chart will also provide the opportunity to indicate if the goal is being revised from its original statement. (Revised Goal)

The chart below can be copied and used for each of the goals identified.

Goal chart

School:	School Year:
Section I: Comprehensive Analysis of Student Achievement	
Content Area:	() Active Goal* () Maintenance Goal* () Revised Goal*
Student Goal Statement:	
Statement of gap in student achievement (Need Statement):	
Contributing Cause for the gap in student achievement:	
List the multiple sources of data used to identify this gap in student achievement:	

***Active Goals are goals that reflect areas of current challenge vs. Maintenance Goals that are areas that are not currently a challenge area, but strategies to maintain/increase current level of achievement are needed. Revised Goals allows for the revisions of an established goal during the SI cycle.**

Completed goal charts can be copied and pasted into Section I of the School Comprehensive Analysis Report on Student Achievement and System Processes and Protocols of practices at the end of this CNA. (Green sheets).

Development of Goals, Objectives, Strategies, and Action Steps

Based on the establishment of federal guidance regarding student learning goals "**of 100 percent of students achieving to state academic standards in at least reading/language arts and math**", and state guidance regarding school improvement focus for goals "**Goals centered on student academic learning**", the following will provide guidance to schools and districts in the development of their school improvement goals, needs, contributing cause for the gap and later, the development of objectives, strategies and action steps to address the goals

Need: A need is an identified academic challenge that is based on:

- Analysis of current levels of student achievement and non-academic achievement data and information
- A comparison to the goal statement of 100% of the students achieving state academic standards (also referred to as a gap statement)
- System processes and practices challenges as identified in the self assessment portion of the Michigan Comprehensive Needs Assessment.

Goals: Goal statements are:

- Student focused
- Linked to identified student academic learning needs in the four core content areas
- State broadly the area of focus and that all students will become successful learners
- Based on a careful analysis of multiple sources/types of data
- Define the priority area for an improvement plan

Contributing Cause for the Gap: Gaps are aligned to the goal and identify those significant factors that contribute to the gap in current levels of student academic performance and where you would like their performance levels to be. This will require in-depth conversations with staff to identify.

Objectives: Objective statements are:

- Student focused
- Linked to the goal statement
- Identifies the knowledge, skills, outcomes and results that are measurable, observable and quantifiable
- States: *Who, Will be able to do what, by when, as measured by what?*
- Sometimes referred to as Smart Goals

Strategy: Strategy statements are:

- Describe an adult action (what adults will do to assist students in meeting the objective)
- Linked to an objective statement
- Specific, planned, research-based instructional practices
- Addresses system practices that were identified as challenges in the CNA process
- Focus on maximizing each student's growth and individual successes
- Can be academic or non academic in focus
- Done to/or with students to develop a specific result

Action Steps: Action Steps are:

- Describe an adult action (what adults will do to assist students in meeting the strategy)
- Linked to the strategy statement
- Specific steps that include: Action step, staff responsible, timeline for implementation, resources needed, funding source and amount, monitoring plan for the activity, and evidence of activity success

Resource Integration

Federal NCLB law requires schools to coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as; Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of Title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

For goals that the school has established, discuss how you will utilize all available resources to support those goals.

1. What grant related resources are available to this school that support student achievement goals, strategies and action steps?

Grant	Goal Area	Services Provided	Grades Served	Total amount of funding

2. What initiatives are currently being implemented in the school as a result of these grant funds?
3. Based on an evaluation of the use of these support resources, how effective have the strategies been in
improving student achievement?
4. If the school is Title I schoolwide, what gaps in student learning did the school identify?
5. What changes in how these resources are used would staff recommend to better support the building
student achievement goals?